

**GEORGIA'S PRE-K  
PROGRAM QUALITY ASSESSMENT  
2008 - 2009**

Date \_\_\_\_\_ Time Arrived \_\_\_\_\_:\_\_\_\_\_ Date \_\_\_\_\_ Time Arrived \_\_\_\_\_:\_\_\_\_\_

Time Departed \_\_\_\_\_:\_\_\_\_\_ Time Departed \_\_\_\_\_:\_\_\_\_\_

Legal Name \_\_\_\_\_

d/b/a \_\_\_\_\_

Consultant Name \_\_\_\_\_

County \_\_\_\_\_ Curriculum \_\_\_\_\_

Project Director \_\_\_\_\_ Site Director \_\_\_\_\_

Person Interviewed \_\_\_\_\_ Resource Coordinator \_\_\_\_\_

Teacher	LT	AT	Start Date	End Date	New	Cont.	Atten.	Enroll.

**SUMMARY OF SCORES**

Any item rated "Not Met" must be addressed in writing within 10 days.

A 1		A 6		A 11		B 1		B 6		B 11		C 5	
A 2		A 7		A 12		B 2		B 7		C 1		C 6	
A 3		A 8		A 13		B 3		B 8		C 2		D 1	
A 4		A 9		A 14		B 4		B 9		C 3		D 2	
A 5		A 10		A 15		B 5		B 10		C 4			

Comments:

**For any score of NM, you must send a written response within 10 days from the date of the visit.**

## Section A: Program Administration

Date	Date			
<input type="checkbox"/>	<input type="checkbox"/>	A 1.	The required staffing for the instructional day services is in accordance with current guidelines.	Due Date
<input type="checkbox"/>	<input type="checkbox"/>	A 2.	The Project Director has attended the required Bright from the Start sponsored training for the current school year.	Due Date
<input type="checkbox"/>	<input type="checkbox"/>	A 3.	The Site Director has attended the required Bright from the Start sponsored training for the current school year.	Due Date
<input type="checkbox"/>	<input type="checkbox"/>	A 4.	The Resource Coordinator, if applicable, has attended the required Bright from the Start training for the current school year.	Due Date
<input type="checkbox"/>	<input type="checkbox"/>	A 5.	The Lead Teacher has attended the required Bright from the Start sponsored yearly training as designated by the guidelines.	Due Date
<input type="checkbox"/>	<input type="checkbox"/>	A 6.	The Assistant Teacher has attended the required Bright from the Start sponsored yearly training as designated by the guidelines.	Due Date
<input type="checkbox"/>	<input type="checkbox"/>	A 7.	Eligibility documentation (birth and residency) for all children is on file in accordance with current guidelines.	Due Date
<input type="checkbox"/>	<input type="checkbox"/>	A 8.	Immunization forms (3231) are current and on file at the site within 30 calendar days of the start of the child's Pre-K program.	Due date
<input type="checkbox"/>	<input type="checkbox"/>	A 9.	Eye, ear, and dental forms (3300) are on file at the site within 90 calendar days of the start of child's Pre-K program.	Due Date
<input type="checkbox"/>	<input type="checkbox"/>	A 10.	Documentation is on site to verify Category One eligibility.	Due Date
<input type="checkbox"/>	<input type="checkbox"/>	A 11.	The attendance rosters are maintained with times noted when children arrive late or leave before the end of the instructional day.	Due Date
<input type="checkbox"/>	<input type="checkbox"/>	A 12.	Absenteeism or tardiness issues are handled in accordance with current guidelines.	Due Date
<input type="checkbox"/>	<input type="checkbox"/>	A 13.	The Pre-K funded eight-hour day for teachers includes 6.5 hours of documented instruction and 1.5 hours of teacher planning.	Due Date
<input type="checkbox"/>	<input type="checkbox"/>	A 14.	The procedures for disenrollment or suspension of a child from the Pre-K program have been followed as designated by the current guidelines.	Due Date
<input type="checkbox"/>	<input type="checkbox"/>	A 15.	A documented orientation is provided for Pre-K staff on program guidelines and instructional expectations within the first 20 days of commencement of services.	Due Date

## Section B: Physical Learning Environment

Date    Date



**B 1. The classroom is arranged into clearly defined learning areas that are equipped with appropriate learning materials and supplies that enhance children's growth and development.**

Due Date

### Partially Meets

- ☐ The room arrangement supports an appropriate instructional environment.
- ☐ Materials are accessible to the children.
- ☐ Materials and furniture are in good repair.
- ☐ Learning areas are clean and well lit.
- ☐ Quiet and noisy areas are separated.
- ☐ The classroom is organized and uncluttered.

### Meets

- ☐ Learning areas are changed to reflect current topics and interests.
- ☐ A protected space is accessible for one or two children to work or play without interruptions.
- ☐ Centers are arranged for independent use by the children.

### Exceeds

- ☐ Boundaries are established for each learning area.
- ☐ More than one protected space is accessible in the classroom.
- ☐ Diversity is reflected in the classroom learning areas and materials.



**B 2. The classroom display reflects the children's interests and activities.**

Due Date

### Partially Meets

- ☐ Children's creative efforts are displayed in the classroom.
- ☐ Children's creative efforts are displayed at varying levels.
- ☐ Displayed work includes a variety of media.

### Meets

- ☐ The majority of the display in the classroom reflects children's unique and individual expression.
- ☐ The children's creative efforts are displayed throughout the classroom.
- ☐ The items displayed in the classroom are current and are changed regularly.

### Exceeds

- ☐ The classroom display reflects the current topics and children's interests.
- ☐ Pictures of the children and/or families are displayed in the classroom.
- ☐ Children select the location to display their work.
- ☐ The classroom display includes charts and/or stories of current activities.



**B 3. The Language and Literacy area is equipped to provide many opportunities for children to explore, manipulate, investigate and discover.**

Due Date

### Partially Meets

- ☐ The reading area is cozy and inviting.
- ☐ Children's appropriate literature is accessible.
- ☐ At least one book per child is displayed in an orderly manner.
- ☐ Additional books are available for rotation.
- ☐ Language and literacy props are in good repair.

### Meets

- ☐ A listening area with books and corresponding tapes is accessible.
- ☐ The flannel board and flannel board stories are accessible.
- ☐ A writing area is accessible with a variety of materials that address differing developmental levels.
- ☐ Various literature types are accessible.
- ☐ Various cultures, abilities, ages and races are represented in the accessible reading materials.
- ☐ Books related to the current topics are accessible in order to expand children's interests and vocabulary.
- ☐ Books are rotated to maintain children's interest.

### Exceeds

- ☐ Books made by individuals and groups of children in the class are accessible.
- ☐ Language and literacy props related to the current story or topic of study are accessible.
- ☐ Additional language props are available.
- ☐ Materials are accessible to enhance children's understanding of the alphabetic principle.
- ☐ Language and literacy props are rotated.
- ☐ Books are available for children to checkout, take home and return.

☐ ☐ **B 4. Math materials and activities are provided for children to be able to explore, manipulate, investigate and discover.** Due Date

- | Partially Meets  | Meets  | Exceeds  |
|--|--|--|
| <input type="checkbox"/> Various types of puzzles are accessible that address differing development levels.                    | <input type="checkbox"/> Materials are stored in clear containers or containers with labels.                   | <input type="checkbox"/> Math activities are included as a part of the daily routine.                                      |
| <input type="checkbox"/> Manipulatives include materials for counting, sorting, recognizing shapes, and hand/eye coordination. | <input type="checkbox"/> Real/found materials are included in the area.  | <input type="checkbox"/> Activities to teach time concepts are included as part of the daily routine.                      |
| <input type="checkbox"/> Enough manipulatives are accessible for small group activities.                                       | <input type="checkbox"/> Materials are accessible to provide opportunities to measure length, weight and time. | <input type="checkbox"/> Materials are rotated to maintain children's interest.  |
| <input type="checkbox"/> Materials are complete with all necessary components.   |  | <input type="checkbox"/> Reading and writing materials are included in the area.   |
| <input type="checkbox"/> Materials are organized, uncluttered and in good condition.   |  | <input type="checkbox"/> Informational books that include mathematical concepts, such as counting, are read at group time. |

☐ ☐ **B 5. The Dramatic Play area is equipped to provide many opportunities for children to explore, manipulate, investigate and discover.** Due Date

- | Partially Meets   | Meets  | Exceeds  |
|---|--|--|
| <input type="checkbox"/> The area is large enough to accommodate several children.      | <input type="checkbox"/> Dolls representing various populations of the world are accessible.   | <input type="checkbox"/> Props are rotated to maintain children's interest.                    |
| <input type="checkbox"/> Materials are organized for easy accessibility and clean-up.   | <input type="checkbox"/> Doll accessories are accessible.  | <input type="checkbox"/> Multiple settings are provided for dramatic play throughout the year. |
| <input type="checkbox"/> A full length mirror is included with dramatic play materials. | <input type="checkbox"/> An adequate supply of quality dress-up clothes that includes clothing worn by both men and women is accessible. | <input type="checkbox"/> Environmental print is included in the area.                          |
|   | <input type="checkbox"/> Real and found materials are included in the learning area.   | <input type="checkbox"/> Reading and writing materials are included in the area.               |
|   | <input type="checkbox"/> Props and accessories for at least two different themes are accessible.   |  |

☐ ☐ **B 6. The Art area is equipped to provide many opportunities for children to explore, manipulate, investigate and discover.** Due Date

- | Partially Meets   | Meets  | Exceeds   |
|---|--|---|
| <input type="checkbox"/> Basic items such as crayons, markers, paper, scissors and glue are accessible. | <input type="checkbox"/> Materials for three-dimensional creations are accessible. | <input type="checkbox"/> There is a place for children's work to dry. |
| <input type="checkbox"/> Various items for collage making are accessible.                               | <input type="checkbox"/> Various types of paper are accessible.                    | <input type="checkbox"/> A source of water is nearby.                 |
| <input type="checkbox"/> The center area is organized and orderly.                                      | <input type="checkbox"/> Smocks or cover-ups are accessible.                       | <input type="checkbox"/> Reading materials are included in the area.  |
| <input type="checkbox"/> The art easel is supplied with paint and paper and accessible daily.           | <input type="checkbox"/> A table is located in the art area.                       |   |

☐ ☐ **B 7. The Block area is equipped to provide many opportunities for children to explore, manipulate, investigate, and discover.** Due Date

- | Partially Meets   | Meets  | Exceeds   |
|---|--|---|
| <input type="checkbox"/> The area is large enough to accommodate several children.                                | <input type="checkbox"/> Block props and accessories are included in the block area.             | <input type="checkbox"/> In addition to unit and hollow blocks, other types of blocks are accessible for use. |
| <input type="checkbox"/> An adequate number (minimum of 250) of unit blocks are accessible for several children.  | <input type="checkbox"/> The block area is located away from traffic patterns.                   | <input type="checkbox"/> Block props and accessories are rotated to maintain children's interests.            |
| <input type="checkbox"/> An adequate number of hollow blocks (minimum of 30) are accessible for several children. | <input type="checkbox"/> Labels are used to aid in organization and to support clean-up efforts. | <input type="checkbox"/> Reading and writing materials are included in the area.                              |
| <input type="checkbox"/> Blocks are organized and sorted according to type.                                       | <input type="checkbox"/> Real/found materials are included in the learning area.                 |   |

☐ ☐ **B 8. Science materials are provided for children to explore, manipulate, investigate and discover.** Due Date

- |  |   |   |
|--|---|---|
| <p><b>Partially Meets</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> An adequate supply of basic materials (magnets, items to use with magnets, color paddles, magnifiers, items to use with magnifiers) for science exploration is accessible.</li> <li><input type="checkbox"/> A sensory table/tub is supplied, open and accessible to the children.</li> <li><input type="checkbox"/> Science materials are organized and uncluttered.</li> </ul> | <p><b>Meets</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Collections of natural items are accessible.</li> <li><input type="checkbox"/> Nature/science games and/or toys are accessible.</li> <li><input type="checkbox"/> Something living for children to care for and observe is included in the classroom.</li> <li><input type="checkbox"/> Reading and writing materials are included with the science materials.</li> <li><input type="checkbox"/> Materials in the sensory table/tub are changed frequently to provide a variety of textures and experiences.</li> </ul> | <p><b>Exceeds</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Various resources are used to add information and extend children's learning experiences.</li> <li><input type="checkbox"/> Informational books that focus on scientific concepts are included in instructional activities.</li> <li><input type="checkbox"/> Science materials are rotated to maintain children's interest.</li> </ul> |
|--|---|---|

☐ ☐ **B 9. Music and movement materials are provided for children's use.** Due Date

- |  |  |  |
|--|--|--|
| <p><b>Partially Meets</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers provide daily opportunities for the children to participate in music <u>with</u> movement activities.</li> <li><input type="checkbox"/> Musical instruments are available for all of the children.</li> <li><input type="checkbox"/> There is a cassette player, record player or compact disc player in the classroom.</li> <li><input type="checkbox"/> Cassettes, records or compact discs are available.</li> </ul> | <p><b>Meets</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Various types of music are available.</li> <li><input type="checkbox"/> Music is played at various times of the day.</li> <li><input type="checkbox"/> Teachers provide multiple opportunities for children to participate in music <u>with</u> movement activities daily.</li> <li><input type="checkbox"/> Various musical instruments are accessible.</li> <li><input type="checkbox"/> Volume of background music is kept low.</li> <li><input type="checkbox"/> Instruments reflect various cultures.</li> <li><input type="checkbox"/> Music props are available.</li> </ul> | <p><b>Exceeds</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Materials are available for children to make their own instruments.</li> <li><input type="checkbox"/> Activities using props for music <u>with</u> movement are incorporated into lessons.</li> <li><input type="checkbox"/> Activities are planned to familiarize children with music of various cultures.</li> </ul> |
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☐ ☐ **B10. Materials, equipment and activities are provided to promote physical development.** Due Date

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|--|--|--|
| <p><b>Partially Meets</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The equipment and play area are in good repair and free of safety hazards.</li> <li><input type="checkbox"/> Adequate resilient surfacing is present.</li> <li><input type="checkbox"/> The equipment is appropriately sized for four-year-old children.</li> <li><input type="checkbox"/> Accommodations are made for children with special needs.</li> </ul> | <p><b>Meets</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mobile equipment is accessible for daily use.</li> <li><input type="checkbox"/> Stationary equipment to promote gross motor skills is used daily.</li> <li><input type="checkbox"/> Children have a choice of activities during outside time.</li> </ul> | <p><b>Exceeds</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The outdoor environment is enhanced with learning center materials.</li> <li><input type="checkbox"/> The outdoor environment allows for a variety of settings.</li> <li><input type="checkbox"/> Reading and writing materials are provided in the outdoor area.</li> </ul> |
|--|--|--|

☐ ☐ **B 11. Health and safety issues are addressed.** Due Date

- |  |  |   |
|--|--|---|
| <p><b>Partially Meets</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The classroom environment is free from safety hazards.</li> <li><input type="checkbox"/> Toilets and sinks are adequately supplied.</li> <li><input type="checkbox"/> Children are adequately supervised throughout the instructional day to ensure their health and safety.</li> <li><input type="checkbox"/> When pets are present in the classroom, proper sanitation and care procedures are followed.</li> <li><input type="checkbox"/> Adults and children wash hands at appropriate times.</li> <li><input type="checkbox"/> Sanitary conditions are maintained when food is served.</li> </ul> | <p><b>Meets</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers model appropriate health and hygiene practices.</li> <li><input type="checkbox"/> Health related books, games or displays are available.</li> <li><input type="checkbox"/> Children are guided toward managing health practices independently.</li> </ul> | <p><b>Exceeds</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Health related activities are incorporated into the instructional program.</li> <li><input type="checkbox"/> Community resources are used to reinforce health and safety concepts.</li> </ul> |
|--|--|---|

## Section C: Instruction and Curriculum

Date \_\_\_\_\_

### ☐ ☐ C 1. The daily routine is appropriate for the ages and abilities of the children.

Due Date \_\_\_\_\_

- | Partially Meets  | Meets   | Exceeds  |
|--|---|--|
| <input type="checkbox"/> The written daily schedule is posted in the classroom and implemented.                    | <input type="checkbox"/> Opening and closing activities are included on the daily schedule and implemented.               | <input type="checkbox"/> A schedule for children (readers and non-readers) is posted at children's eye level in the classroom and is used to help children understand the daily routine. |
| <input type="checkbox"/> Rest time does not exceed 60 minutes.   | <input type="checkbox"/> Smooth and orderly transitions are planned and implemented.                                      | <input type="checkbox"/> The schedule is revised as children mature and develop.   |
| <input type="checkbox"/> Quiet activities are provided in a non-punitive manner for children who are non-sleepers. | <input type="checkbox"/> Wait time between activities is kept to a minimum.   |  |
| <input type="checkbox"/> The schedule includes a balance of teacher-initiated and child-initiated activities.      | <input type="checkbox"/> Plans/routines/schedules allow for flexibility based on the needs and interests of the children. |  |
| <input type="checkbox"/> Children are given adequate time to develop their play in self-selected learning areas.   | <input type="checkbox"/> Instructional activities are included after rest time.   |  |
| <input type="checkbox"/> The schedule includes small group and large group instruction.                            |   |  |

### ☐ ☐ C 2. The program enhances children's feelings of comfort, security and self-esteem through positive interactions.

Due Date \_\_\_\_\_

- | Partially Meets  | Meets   | Exceeds   |
|--|---|---|
| <input type="checkbox"/> Each adult is actively involved with the children throughout the day.                         | <input type="checkbox"/> Meaningful/informal conversations between staff and children occur.                                  | <input type="checkbox"/> Activities are planned to promote group cooperation and develop social skills.             |
| <input type="checkbox"/> Staff talks and listens to individual children with attention and respect throughout the day. | <input type="checkbox"/> Positive interactions occur at the children's eye level.   | <input type="checkbox"/> Staff sits with children during meals/snacks and facilitates a positive social experience. |
| <input type="checkbox"/> Teachers respond to children's requests and questions.  | <input type="checkbox"/> Children's interactions are positive in nature.  |   |
| <input type="checkbox"/> All children are treated with respect, dignity and acceptance.                                | <input type="checkbox"/> Staff participates in children's learning to turn activities into meaningful learning opportunities. |   |

### ☐ ☐ C 3. Classroom management techniques are employed which foster self-control, responsibility and respect for self, others and property.

Due Date \_\_\_\_\_

- | Partially Meets   | Meets   | Exceeds   |
|---|---|---|
| <input type="checkbox"/> Age appropriate/non-punitive classroom management techniques are used that guide and redirect children.                | <input type="checkbox"/> Age appropriate classroom rules are developed and posted.                                | <input type="checkbox"/> Teachers model and encourage children to focus on the positive behavior of others. |
| <input type="checkbox"/> Teachers encourage appropriate behavior.   | <input type="checkbox"/> Staff actively involves children in problem solving techniques.                          | <input type="checkbox"/> Children are involved in developing classroom rules.                               |
| <input type="checkbox"/> The teachers' expectations for appropriate classroom behavior reflect the age and developmental level of the children. | <input type="checkbox"/> Logical and natural consequences are used when possible.                                 | <input type="checkbox"/> Children are taught strategies/techniques for developing self control.             |
| <input type="checkbox"/> The learning environment is set up to prevent conflicts and promote positive interactions.                             | <input type="checkbox"/> A private guidance system is planned and implemented for individual children, as needed. |   |
| <input type="checkbox"/> Corporal punishment is not used.   | <input type="checkbox"/> Staff consults outside professional resources and makes referrals, as needed.            |   |

**C 4. The environment and instruction promote language development.**

Due Date

- |  |  |   |
|--|--|---|
| <p><b>Partially Meets</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers provide various daily opportunities for the children to develop phonological awareness.</li> <li><input type="checkbox"/> Teachers provide a planned opportunity for the children to participate in reading and discussing children's literature daily.</li> <li><input type="checkbox"/> Language development is encouraged through interactions with adults and peers.</li> <li><input type="checkbox"/> A plan has been developed to meet the needs of non-English speaking students.</li> </ul> | <p><b>Meets</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The environment is language and literacy focused and print rich.</li> <li><input type="checkbox"/> Adults ask engaging and open-ended questions and provide time for children to reflect and respond.</li> <li><input type="checkbox"/> Teachers provide multiple opportunities for the children to participate in reading and discussing children's literature daily.</li> <li><input type="checkbox"/> Teachers involve children in informal reading experiences.</li> <li><input type="checkbox"/> Teachers read to children in planned small groups at least weekly.</li> <li><input type="checkbox"/> The environment includes children's dictation.</li> </ul> | <p><b>Exceeds</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The connection between spoken communication and written language is demonstrated in multiple ways.</li> <li><input type="checkbox"/> Displayed print is used as an opportunity for teaching skills and concepts.</li> <li><input type="checkbox"/> Children are exposed to other languages and/or other forms of communication.</li> <li><input type="checkbox"/> Large group literacy activities such as shared reading using big books, flannel board stories, or acting-out familiar stories are implemented at least weekly.</li> </ul> |
|--|--|---|

**C 5. The program is planned and implemented to address sequentially all phases of learning.**

Due Date

- |   |   |   |
|---|---|---|
| <p><b>Partially Meets</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Current lesson plans are complete, on site and are implemented.</li> <li><input type="checkbox"/> Religious instruction, activities, and materials are not used during the instructional day.</li> <li><input type="checkbox"/> Lesson plans reflect appropriate instructional practices and activities.</li> </ul> | <p><b>Meets</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Instruction is based on content standards in each of the following domains: language/literacy, math, science, social studies, creativity, physical development and social/emotional concepts.</li> <li><input type="checkbox"/> Instruction is modified to meet varying readiness levels, learning preferences, and interests of students.</li> <li><input type="checkbox"/> Instructional activities are planned to build upon children's participation in field trips or other special experiences.</li> <li><input type="checkbox"/> Activities for small group instruction are developmentally appropriate and purposeful.</li> </ul> | <p><b>Exceeds</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assessment data is used for planning instruction.</li> <li><input type="checkbox"/> Children have opportunities to extend learning activities/projects over a period of time.</li> <li><input type="checkbox"/> Interests of the children are incorporated into the instructional program.</li> </ul> |
|---|---|---|

**C 6. Assessment for all children is on going and reflects appropriate practices.**

Due Date

- |   |   |  |
|---|---|--|
| <p><b>Partially Meets</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The program uses the Georgia's Pre-K Assessment tools appropriately.</li> <li><input type="checkbox"/> The Work Sampling System Developmental Checklist and Pre-K Progress Report are supported by observational notes and portfolio artifacts.</li> <li><input type="checkbox"/> The assessment tool and supporting documentation are maintained on-site for each child.</li> <li><input type="checkbox"/> Documented family conferences are offered at least twice during the school year.</li> </ul> | <p><b>Meets</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Observations are ongoing throughout the year for each child in all domains.</li> <li><input type="checkbox"/> Information noted in observational notes and portfolio artifacts documents children's growth and development in all domains.</li> <li><input type="checkbox"/> Observational notes and portfolio artifacts are systematically organized and filed by children's names and domain.</li> <li><input type="checkbox"/> Portfolios include a variety of media.</li> </ul> | <p><b>Exceeds</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assessment includes information from multiple sources such as parents and additional resource personnel.</li> <li><input type="checkbox"/> Teachers provide parents with individualized information on children's progress throughout the year.</li> </ul> |
|---|---|--|

## Section D: Transition and Family Involvement

Date \_\_\_\_\_ Date \_\_\_\_\_

☐ ☐

### D 1. Various activities are planned to involve families in the educational program.

Due Date \_\_\_\_\_

- |   |   |  |
|---|---|--|
| <p><b>Partially Meets</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A documented Pre-K parent orientation has been provided within 20 days of commencement of services.</li> <li><input type="checkbox"/> Family Handbooks and other documentation such as school calendar and/or schedule of fees are distributed to families.</li> <li><input type="checkbox"/> The Governor's books for the children are distributed to families.</li> </ul> | <p><b>Meets</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Opportunities are provided for families to participate in the children's educational experience.</li> <li><input type="checkbox"/> Families are notified of classroom activities through regular written communication such as newsletters or Daily News activities.</li> </ul> | <p><b>Exceeds</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Family literacy packs are used to enhance literacy opportunities.</li> <li><input type="checkbox"/> A lending library has been established with a variety of learning materials for families.</li> </ul> |
|---|---|--|

☐ ☐

### D 2. Various kindergarten readiness activities are planned to ease the transition to kindergarten for children and their families.

Due Date \_\_\_\_\_

- |  |  |  |
|--|--|--|
| <p><b>Partially Meets</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Families are assisted in obtaining the required kindergarten documentation.</li> <li><input type="checkbox"/> A plan has been developed for an orientation and distribution of the "Ready for School" Kits.</li> </ul> | <p><b>Meets</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> An effort is made for children to meet kindergarten staff.</li> <li><input type="checkbox"/> Transition procedures are discussed with parents during a meeting or through individual contacts.</li> <li><input type="checkbox"/> Classroom activities are planned to familiarize the children with kindergarten routines.</li> </ul> | <p><b>Exceeds</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Opportunities are provided for Pre-K children to participate in kindergarten functions such as kindergarten field trips, school fairs/carnivals, picnics, or special assemblies.</li> <li><input type="checkbox"/> Plans are made to contact former students during the beginning of their kindergarten year.</li> </ul> |
|--|--|--|

Project Director/Site Director/Principal Signature \_\_\_\_\_ Visit 1 \_\_\_\_\_ Date \_\_\_\_\_

Project Director/Site Director/Principal Signature \_\_\_\_\_ Visit 2 \_\_\_\_\_ Date \_\_\_\_\_

Consultant Contact Information:





**GEORGIA'S PREKINDERGARTEN  
MONTESSORI PROGRAM QUALITY ASSESSMENT  
2007-2008**

Date \_\_\_\_\_ Time Arrived \_\_\_\_:\_\_\_\_ Date \_\_\_\_\_ Time Arrived \_\_\_\_:\_\_\_\_  
Time Departed \_\_\_\_:\_\_\_\_ Time Departed \_\_\_\_:\_\_\_\_

Visit Number 1 2 3 4 5

Legal Name \_\_\_\_\_

d/b/a \_\_\_\_\_

Consultant Name \_\_\_\_\_

County \_\_\_\_\_ Curriculum \_\_\_\_\_

Project Director \_\_\_\_\_ Site Director \_\_\_\_\_

Person Interviewed \_\_\_\_\_ Resource Coordinator \_\_\_\_\_

Teacher	LT	AT	Start Date	End Date	New	Cont.	Atten.	Enroll.

**SUMMARY OF SCORES**

Any item rated "Not Met" must be addressed in writing within 10 days.

A 1		A 6		A 11		B 1		B 6		B 11		C 5	
A 2		A 7		A 12		B 2		B 7		C 1		C 6	
A 3		A 8		A 13		B 3		B 8		C 2		D 1	
A 4		A 9		A 14		B 4		B 9		C 3		D 2	
A 5		A 10		A 15		B 5		B 10		C 4			

Comments:

## Section A: Program Administration

Date    Date

- |   |       |   |          |
|---|-------|---|----------|
| <div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div> | A 1.  | The required staffing for the instructional day services is in accordance with current guidelines.  | Due Date |
| <div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div> | A 2.  | The Project Director has attended the required Bright from the Start sponsored training for the current school year.  | Due Date |
| <div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div> | A 3.  | The Site Director has attended the required Bright from the Start sponsored training for the current school year.   | Due Date |
| <div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div> | A 4.  | The Resource Coordinator, if applicable, has attended the required Bright from the Start training for the current school year.                                  | Due Date |
| <div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div> | A 5.  | The Lead Teacher has attended the required Bright from the Start sponsored yearly training as designated by the guidelines.                                     | Due Date |
| <div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div> | A 6.  | The Assistant Teacher has attended the required Bright from the Start sponsored yearly training as designated by the guidelines.                                | Due Date |
| <div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div> | A 7.  | Eligibility documentation for all children is on file in accordance with current guidelines.  | Due Date |
| <div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div> | A 8.  | Immunization forms (3231) are current and on file at the site within 30 calendar days of the start of the child's Pre-K program.                                | Due date |
| <div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div> | A 9.  | Eye, ear, and dental forms (3300) are on file at the site within 90 calendar days of the start of child's Pre-K program.  | Due Date |
| <div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div> | A 10. | Documentation is on site to verify Category One eligibility.  | Due Date |
| <div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div> | A 11. | The attendance rosters are maintained with times noted when children arrive late or leave before the end of the instructional day.                              | Due Date |
| <div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div> | A 12. | Absenteeism or tardiness issues are handled in accordance with current guidelines.  | Due Date |
| <div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div> | A 13. | The Pre-K funded eight-hour day for teachers includes 1.5 hours of teacher planning and/or other Pre-K related activities.                                      | Due Date |
| <div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div> | A 14. | The procedures for disenrollment or suspension of a child from the Pre-K program have been followed as designated by the current guidelines.                    | Due Date |
| <div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div> | A 15. | A documented orientation is provided for Pre-K staff on program guidelines and instructional expectations within the first 20 days of commencement of services. | Due Date |

## Section B: Physical Learning Environment

Date Date

<input type="checkbox"/>	<input type="checkbox"/>	<b>B 1. The classroom is arranged into clearly defined learning areas that enhance children's growth and development.</b>	Due Date
--------------------------	--------------------------	---	----------

- |   |   |  |
|---|---|--|
| <p><b>Partially Meets</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The room arrangement supports an appropriate instructional environment.</li> <li><input type="checkbox"/> Materials are accessible to the children.</li> <li><input type="checkbox"/> Materials and furniture are in good repair.</li> <li><input type="checkbox"/> Learning areas are clean and well lit.</li> <li><input type="checkbox"/> The classroom is organized and uncluttered.</li> </ul> | <p><b>Meets</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A protected space is accessible for one or two children to work or play without interruptions.</li> <li><input type="checkbox"/> Centers are arranged for independent use by the children.</li> </ul> | <p><b>Exceeds</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Boundaries are established for each learning area.</li> <li><input type="checkbox"/> More than one protected space is accessible in the classroom.</li> <li><input type="checkbox"/> <u>Diversity is reflected in the classroom learning areas and materials.</u></li> </ul> |
|---|---|--|

<input type="checkbox"/>	<input type="checkbox"/>	<b>B 2. The classroom display reflects the children's interests and activities.</b>	Due Date
--------------------------	--------------------------	---	----------

- |  |  |   |
|--|--|---|
| <p><b>Partially Meets</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Children's creative efforts are displayed in the classroom.</li> </ul> | <p><b>Meets</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Displayed work includes a variety of media.</li> <li><input type="checkbox"/> The items displayed in the classroom are current and are changed regularly.</li> <li><input type="checkbox"/> Displayed work includes work which is unique and reflects individual expression</li> </ul> | <p><b>Exceeds</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The children's creative efforts enhance the room rather than overwhelm or call attention to the work.</li> <li><input type="checkbox"/> Pictures of the children and/or families are displayed in the classroom.</li> </ul> |
|--|--|---|

<input type="checkbox"/>	<input type="checkbox"/>	<b>B 3. The Language and Literacy area is equipped to provide many opportunities for children to explore, manipulate, investigate and discover.</b>	Due Date
--------------------------	--------------------------	---	----------

- |  |   |  |
|--|---|--|
| <p><b>Partially Meets</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The reading area is cozy and inviting.</li> <li><input type="checkbox"/> Children's appropriate literature is accessible.</li> <li><input type="checkbox"/> At least one book per child is displayed in an orderly manner.</li> <li><input type="checkbox"/> Additional books are available for rotation.</li> <li><input type="checkbox"/> Language and literacy props are in good repair.</li> </ul> | <p><b>Meets</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A listening area with books and corresponding tapes is accessible.</li> <li><input type="checkbox"/> The flannel board and flannel board stories are accessible.</li> <li><input type="checkbox"/> A writing area is accessible with a variety of materials that address differing developmental levels.</li> <li><input type="checkbox"/> Various literature types are accessible.</li> <li><input type="checkbox"/> Various cultures, abilities, ages and races are represented in the accessible reading materials.</li> <li><input type="checkbox"/> Books related to the current topics are displayed and accessible in order to expand children's interests and vocabulary.</li> <li><input type="checkbox"/> Books are rotated to maintain children's interest.</li> <li><input type="checkbox"/> Montessori language materials are accessible.</li> </ul> | <p><b>Exceeds</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Books made by individuals and groups of children in the class are accessible.</li> <li><input type="checkbox"/> Additional language props are available.</li> <li><input type="checkbox"/> Materials are accessible to enhance children's understanding of the alphabetic principle.</li> <li><input type="checkbox"/> Language and literacy props are rotated.</li> <li><input type="checkbox"/> Books are available for children to checkout, take home and return.</li> </ul> |
|--|---|--|

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**B 4. The Math/Manipulative area is equipped to provide many opportunities for children to explore, manipulate, investigate and discover.**

Due Date

- | Partially Meets   | Meets  | Exceeds  |
|---|--|--|
| <input type="checkbox"/> Various puzzles are accessible that address differing development levels.  | <input type="checkbox"/> Real/found materials are included in the area.  | <input type="checkbox"/> Math activities are included as a part of the daily routine.                                      |
| <input type="checkbox"/> Manipulatives include materials for counting, sorting, recognizing shapes, classification and hand/eye coordination. | <input type="checkbox"/> Materials are accessible to provide opportunities to measure length, weight and time. | <input type="checkbox"/> Activities to teach time concepts are included as part of the daily routine.                      |
| <input type="checkbox"/> Enough manipulatives are accessible for small group activities.  | <input type="checkbox"/> There is a variety of Montessori math materials accessible.                           | <input type="checkbox"/> Materials are rotated to maintain children's interest.  |
| <input type="checkbox"/> Materials are complete with all necessary components.  |  | <input type="checkbox"/> Informational books that include mathematical concepts, such as counting, are read at group time. |
| <input type="checkbox"/> Materials are organized, uncluttered and in good condition.  |  |  |

☐
☐

**B 5. The Practical Life area is equipped to provide many opportunities for children to explore, manipulate, investigate and discover.**

Due Date

- | Partially Meets   | Meets  | Exceeds  |
|---|--|--|
| <input type="checkbox"/> The area is large enough to accommodate several children.    | <input type="checkbox"/> Materials address differing developmental levels of children.                   | <input type="checkbox"/> There is a wide variety of materials for Practical Life which address the various stages of fine motor development. |
| <input type="checkbox"/> Materials are organized for easy accessibility and clean-up. | <input type="checkbox"/> Materials are accessible for pouring, transferring, and manipulative exercises. | <input type="checkbox"/> The class snack reflects a variety of food that supports healthy choices.   |
| <input type="checkbox"/> Various Practical Life exercises are accessible.             | <input type="checkbox"/> Materials for at least three other types of exercises are accessible.           | <input type="checkbox"/> The class snack area is an extension of Practical Life.   |

☐
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**B 6. The Art area is equipped to provide many opportunities for children to explore, manipulate, investigate and discover.**

Due Date

- | Partially Meets   | Meets  | Exceeds   |
|---|--|---|
| <input type="checkbox"/> Basic items such as crayons, markers, paper, scissors and glue are accessible. | <input type="checkbox"/> Materials for three-dimensional creations are accessible. | <input type="checkbox"/> There is a place for children's work to dry. |
| <input type="checkbox"/> Paint is accessible.   | <input type="checkbox"/> Various types of paper are accessible.                    | <input type="checkbox"/> A source of water is nearby.                 |
| <input type="checkbox"/> Various items for collage making are accessible.                               | <input type="checkbox"/> Smocks or cover-ups are accessible.                       |   |
| <input type="checkbox"/> The center area is organized and orderly.                                      | <input type="checkbox"/> A table is located in the art area.                       |   |

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**B 7. The Sensorial/Geography area is equipped to provide many opportunities for children to explore, manipulate, investigate, and discover.**

Due Date

- | Partially Meets  | Meets  | Exceeds  |
|--|--|--|
| <input type="checkbox"/> The area is large enough to accommodate several children. | <input type="checkbox"/> There is a variety of sensorial materials accessible.   | <input type="checkbox"/> Flags are available.                |
| <input type="checkbox"/> Sensorial materials are accessible.                       | <input type="checkbox"/> Materials are arranged on shelves in order of complexity.   | <input type="checkbox"/> Other geography maps are available. |
| <input type="checkbox"/> Materials are complete with all necessary components.     | <input type="checkbox"/> There is a variety of geography materials accessible.   |  |
| <input type="checkbox"/> Materials are arranged on shelves in an orderly manner.   | <input type="checkbox"/> Three basic geography maps are accessible (Northern Hemisphere, United States and North America). |  |

**B 8. Science materials are provided for children to explore, manipulate, investigate and discover.**

Due Date

- | Partially Meets   | Meets   | Exceeds  |
|---|---|--|
| <input type="checkbox"/> A adequate supply of basic materials ( <u>magnets, items to use with magnets, prisms, color paddles, magnifiers, items to use with magnifiers</u> ) for science exploration is accessible. | <input type="checkbox"/> Collections of natural items are accessible.   | <input type="checkbox"/> Various resources are used to add information and extend children's learning experiences.       |
| <input type="checkbox"/> Science materials are organized and uncluttered.   | <input type="checkbox"/> Nature/science games and/or toys are accessible.<br><input type="checkbox"/> Something living for children to care for and observe is included in the classroom. | <input type="checkbox"/> Informational books that focus on scientific concepts are included in instructional activities. |

**B 9. Music and movement materials are provided for children's use.**

Due Date

- | Partially Meets   | Meets   | Exceeds   |
|---|---|---|
| <input type="checkbox"/> Teachers provide daily opportunities for the children to participate in music with movement. | <input type="checkbox"/> Various types of music are available.  | <input type="checkbox"/> Materials are available for children to make their own instruments.            |
| <input type="checkbox"/> Musical instruments are available for all of the children.                                   | <input type="checkbox"/> Music is played at various times of the day.   | <input type="checkbox"/> Activities using props for music with movement are incorporated into lessons.  |
| <input type="checkbox"/> There is a cassette player, record player or compact disc player in the classroom.           | <input type="checkbox"/> Teachers provide multiple opportunities for children to participate in music with movement activities daily.   | <input type="checkbox"/> Activities are planned to familiarize children with music of various cultures. |
| <input type="checkbox"/> Cassettes, records or compact discs are available.   | <input type="checkbox"/> Various musical instruments are accessible.<br><input type="checkbox"/> Volume of background music is kept low.<br><input type="checkbox"/> Instruments reflect various cultures.<br><input type="checkbox"/> Music props are available. | <input type="checkbox"/> Bells are present.   |

**B10. Materials, equipment and activities are provided to promote physical development.**

Due Date

- | Partially Meets   | Meets  | Exceeds  |
|---|--|--|
| <input type="checkbox"/> The equipment and play area are in good repair and free of safety hazards. | <input type="checkbox"/> Mobile equipment is accessible for daily use.                     | <input type="checkbox"/> The outdoor environment is enhanced with learning center materials. |
| <input type="checkbox"/> Adequate resilient surfacing is present.                                   | <input type="checkbox"/> Stationary equipment to promote gross motor skills is used daily. | <input type="checkbox"/> The outdoor environment allows for a variety of settings.           |
| <input type="checkbox"/> The equipment is appropriately sized for four-year-old children.           | <input type="checkbox"/> Children have a choice of activities during outside time.         | <input type="checkbox"/> Reading and writing materials are provided in the outdoor area.     |
| <input type="checkbox"/> Accommodations are made for children with special needs.                   |  |  |

**B 11. Health and safety issues are addressed.**

Due Date

- | Partially Meets   | Meets  | Exceeds   |
|---|--|---|
| <input type="checkbox"/> The classroom environment is free from safety hazards.   | <input type="checkbox"/> Teachers model appropriate health and hygiene practices.            | <input type="checkbox"/> Health related activities are incorporated into the instructional program. |
| <input type="checkbox"/> Toilets and sinks are adequately supplied.   | <input type="checkbox"/> Health related books, games or displays are available.              | <input type="checkbox"/> Community resources are used to reinforce health and safety concepts.      |
| <input type="checkbox"/> Children are adequately supervised throughout the instructional day to ensure their health and safety. | <input type="checkbox"/> Children are guided toward managing health practices independently. |   |
| <input type="checkbox"/> When pets are present in the classroom, proper sanitation and care procedures are followed.            |  |   |
| <input type="checkbox"/> Adults and children wash hands at appropriate times.   |  |   |
| <input type="checkbox"/> Sanitary conditions are maintained when food is served.  |  |   |

Date Date

## Section C: Instruction and Curriculum

☐ ☐

**C 1. The daily routine is appropriate for the ages and abilities of the children.**

Due Date

### Partially Meets

- ☐ The hours for instructional day services are in accordance with the current guidelines.
- ☐ The written daily schedule is posted and implemented.
- ☐ Group opening and closing activities are included on the daily schedule.
- ☐ Rest time does not exceed 60 minutes.
- ☐ Quiet activities are provided in a non-punitive manner for children who are non-sleepers.
- ☐ The schedule includes a balance of teacher-initiated and child-initiated activities.
- ☐ Children are given adequate time to develop their play in self-selected learning areas.

### Meets

- ☐ Opening and closing activities are implemented.
- ☐ Smooth and orderly transitions are planned and implemented.
- ☐ Wait time between activities is kept to a minimum.
- ☐ Plans/routines/schedules allow for flexibility based on the needs and interests of the children.
- ☐ Instructional activities are included after rest time.

### Exceeds

- ☐ A schedule for children (readers and non-readers) is posted at children's eye level in the classroom and is used to help children understand the daily routine.
- ☐ The schedule is revised as children mature and develop.

☐ ☐

**C 2. The program enhances children's feelings of comfort, security and self-esteem through positive interactions.**

Due Date

### Partially Meets

- ☐ Each adult is actively involved with the children throughout the day.
- ☐ Staff talks and listens to individual children with attention and respect throughout the day.
- ☐ Teachers respond to children's requests and questions.
- ☐ All children are treated with respect, dignity and acceptance.

### Meets

- ☐ Meaningful/informal conversations between staff and children occur.
- ☐ Positive interactions occur at the children's eye level.
- ☐ Children's interactions are positive in nature.
- ☐ Staff participates in children's play to turn play activities into meaningful learning opportunities.

### Exceeds

- ☐ Activities are planned to promote group cooperation.
- ☐ Staff sits with children during meals/snacks and facilitates a positive social experience.

☐ ☐

**C 3. Discipline techniques are employed which foster self-control, responsibility and respect for self, others and property.**

Due Date

### Partially Meets

- ☐ Age appropriate/non-punitive discipline techniques are used that guide and redirect children.
- ☐ Teachers encourage appropriate behavior.
- ☐ The teachers' expectations for appropriate classroom behavior reflect the age and developmental level of the children.
- ☐ The learning environment is set up to prevent conflicts and promote positive interactions.
- ☐ Corporal punishment is not used.

### Meets

- ☐ Age appropriate classroom rules are developed and kept to a minimum.
- ☐ Staff actively involves children in problem solving techniques.
- ☐ Logical and natural consequences are used when possible.
- ☐ A private guidance system is planned and implemented for individual children, as needed.
- ☐ Staff consults outside professional resources and makes referrals, as needed.

### Exceeds

- ☐ Various activities are planned to help children develop social skills.
- ☐ Teachers model and encourage children to focus on the positive behavior of others.
- ☐ Children are involved in developing classroom rules.

☐**C 4. The environment and instruction promote language development.****Partially Meets**

- ☐ Teachers provide various daily opportunities for the children to develop phonological awareness.
- ☐ Teachers provide a planned opportunity for the children to participate in reading and discussing children's literature daily.
- ☐ Language development is encouraged through interactions with adults and peers.
- ☐ Adults support language development for children with special needs.
- ☐ A plan has been developed to meet the needs of non-English speaking students.

**Meets**

- ☐ The environment is language and literacy focused and print rich.
- ☐ Adults ask open-ended questions and provide time for children to reflect and respond.
- ☐ Teachers provide multiple opportunities for the children to participate in reading and discussing children's literature daily.
- ☐ Teachers involve children in informal reading experiences.
- ☐ Teachers read to children in planned small groups at least weekly.
- ☐ Adults take dictation from individual children, and/or in large and/or small groups of children.

**Exceeds**

- ☐ The connection between spoken communication and written language is demonstrated in multiple ways.
- ☐ Environmental print is used as an opportunity for teaching skills and concepts.
- ☐ Children are exposed to other languages and/or other forms of communication.
- ☐ Large group literacy activities such as shared reading using big books, flannel board stories, or acting-out familiar stories are implemented at least weekly.

☐**C 5. The program is planned and implemented to address sequentially all phases of learning.****Partially Meets**

- ☐ Current lesson plans are on site and are implemented.
- ☐ Religious instruction, activities, and materials are not used during the instructional day.
- ☐ Lesson plans reflect appropriate instructional practices.

**Meets**

- ☐ Instruction is based on content standards in each of the following domains: language/literacy, math, science, social studies, creativity, health/physical development and social/emotional concepts.
- ☐ Instruction is responsive to individual differences.
- ☐ The contracted curriculum is implemented.
- ☐ Instructional activities are planned to build upon children's participation in field trips or other special experiences.

**Exceeds**

- ☐ Lesson plans are individualized.
- ☐ Children have opportunities to extend learning activities/projects over a period of time.
- ☐ Interests of the children are incorporated into the instructional program.

☐**C 6. Assessment for all children is on going and reflects appropriate practices.****Partially Meets**

- ☐ The program uses the Georgia Pre-K Assessment tools appropriately.
- ☐ The Work Sampling System Developmental Checklist and Pre-K Progress Report are supported by observational notes and portfolio artifacts.
- ☐ *The assessment tool and supporting documentation are maintained on-site for each child.*
- ☐ *Documented family conferences are offered at least twice during the school year.*

**Meets**

- ☐ Observations are ongoing throughout the year for each child in all domains.
- ☐ Information noted in observational notes and portfolio artifacts documents children's growth and development in all domains.
- ☐ Observational notes and portfolio artifacts are used in planning instruction.
- ☐ Observational notes and portfolio artifacts are systematically organized and filed by children's names and domain.
- ☐ *Portfolios include a variety of media.*

**Exceeds**

- ☐ Assessment includes information from multiple sources such as parents and additional resource personnel.
- ☐ Teachers provide parents with individualized information on children's progress throughout the year.

Date \_\_\_\_\_ Date \_\_\_\_\_

### Section D: Transition and Family Involvement

☐ ☐

#### D 1. Various activities are planned to involve families in the educational program.

Due Date \_\_\_\_\_

- | Partially Meets  | Meets  | Exceeds  |
|--|--|--|
| <input type="checkbox"/> A documented Pre-K parent orientation has been provided within 20 days of commencement of services.                   | <input type="checkbox"/> Opportunities are provided for families to participate in the children's educational experience.                                  | <input type="checkbox"/> The program provides families with hands-on activities for home use.                      |
| <input type="checkbox"/> Family Handbooks and other documentation such as school calendar and/or schedule of fees are distributed to families. | <input type="checkbox"/> Families are notified of classroom activities through regular written communication such as newsletters or Daily News activities. | <input type="checkbox"/> Family literacy packs are used to enhance literacy opportunities.                         |
| <input type="checkbox"/> The Governor's books for the children are distributed to families.  |  | <input type="checkbox"/> A lending library has been established with a variety of learning materials for families. |

☐ ☐

#### D 2. Various kindergarten readiness activities are planned to ease the transition to kindergarten for children and their families.

Due Date \_\_\_\_\_

- | Partially Meets  | Meets  | Exceeds   |
|--|--|---|
| <input type="checkbox"/> Families are assisted in obtaining the required kindergarten documentation.                   | <input type="checkbox"/> An effort is made for children to meet kindergarten staff.  | <input type="checkbox"/> Opportunities are provided for Pre-K children to participate in kindergarten functions such as kindergarten field trips, school fairs/carnivals, picnics, or special assemblies. |
| <input type="checkbox"/> A plan has been developed for an orientation and distribution of the "Ready for School" Kits. | <input type="checkbox"/> Transition procedures are discussed with parents during a meeting or through individual contacts. | <input type="checkbox"/> Plans are made to contact former students during the beginning of their kindergarten year.   |
|  | <input type="checkbox"/> Classroom activities are planned to familiarize the children with kindergarten routines.          |   |

Project Director/Site Director/Principal Signature \_\_\_\_\_

Visit 1

Date \_\_\_\_\_

Project Director/Site Director/Principal Signature \_\_\_\_\_

Visit 2

Date \_\_\_\_\_

Consultant Contact Information:





**GEORGIA'S PRE-K  
PROGRAM QUALITY ASSESSMENT  
Scoring, Definitions, and Clarifications  
2008–2009**

Georgia's Pre-K Program Quality Assessment (PQA) is used to evaluate programs and to identify program strengths and areas in need of improvement. Teachers, principals, and program administrators can also use the PQA as a self-assessment tool to improve and maintain program quality.

**Scoring**

<b>Not Met (NM)</b>	Any indicator missing under Partially Meets
<b>Partially Meets (PM)</b>	All indicators under Partially Meets
<b>Meets (M)</b>	All indicators under Partially Meets and all indicators under Meets
<b>Exceeds (E)</b>	All indicators under Partially Meets, all indicators under Meets, and at least half of indicators under Exceeds

**Please note: The only ratings for any item in Section A are “Not Meets” (NM) or “Meets” (M).**

**Definitions**

**Accessible:** Materials are located within the learning areas or in the classroom within easy reach of the children. Children can freely choose to use materials without asking for teacher permission or assistance.

**Available:** Items are easily brought out for children's use for specific activities or to expand children's play.

**Materials are rotated:** There are additional materials that are added to centers and/or switched with current materials. While most materials should be present each day to encourage in-depth exploration, some materials should be rotated periodically to expand children's learning experiences. Reintroducing familiar materials can also inspire new uses. Teachers should be mindful of boredom, loss of interest, new interests, and frustrations. You can visit your local library or Child Care Resource and Referral Agency for additional books and materials for rotation.

**Adequate:** Refer to recommended number of items listed on the Pre-K Basic Equipment, Materials, and Supplies Inventory list. Children are often eager to use materials immediately, and taking turns is often difficult for them. Having multiple sets of popular materials will help with classroom management issues. Children who are working with the same materials are more likely to compare and share observations about their experiences.

**Reading and Writing Materials:** Teachers support the development of reading and writing skills by creating an environment that actively involves children in meaningful literacy activities. Activities using print should occur throughout the instructional day during large group activities, small group activities, and independent play. A “print-rich environment” incorporates books, all types of writing materials, lists, charts, language experience activities, samples of writing efforts, and center props that promote reading and writing. It is recommended that materials for writing and reading should be included in each of the classroom learning areas. Reading materials placed in various areas should be age-appropriate and relevant to the learning areas in which they are placed (mathematical concept books in the Math/Manipulative area or science related books in the Science area). *Refer to the resources titled “Pre-K Literacy in Each Area,” “Writing Center Ideas,” and “Reading and Writing in Pre-K” located in the Pre-K >> Teachers >> PQA Resources section of the Bright from the Start website at [www.decal.state.ga.us](http://www.decal.state.ga.us).*

**Please note: Items included in parentheses are examples.**

## Clarifications

### Section A:

#### Item

- A1. It is required that two adults be in the classroom during the 6.5-hour instructional day. The 6.5 hours of instructional time shall begin no earlier than 7:30 a.m. with hours of operation as delineated in the original approved application. The remaining 1.5 hours of the lead teacher and teacher assistant eight hour day should be used for Pre-K program activities such as parent conferences, meetings with Resource Coordinators, instructional planning, etc. Using Pre-K staff during the eight hour Pre-K day to supervise children not enrolled in Georgia's Pre-K Program is unacceptable. Using Pre-K staff paid by the Pre-K grant (during the eight hour Pre-K day) to supervise children whose parents pay private fees or for whom the provider receives subsidies is an inappropriate use of Pre-K funds. During the optional one-half to one hour scheduled rest or sleeping period, a ratio of one adult providing direct supervision to 20 children is acceptable. Rest time with reduced adult ratios cannot exceed one hour. The Pre-K provider shall ensure that a substitute lead teacher and/or substitute teacher assistant is present and working in the Pre-K classroom for each day that a lead teacher and/or teacher assistant is late, leaves early, or is absent; whether due to illness, required training, or personal leave.
- A7. Eligibility documentation for children includes age documentation, proof of residency (utility bill, lease agreement), and if applicable, the five-year-old child acknowledgement form that is included in the *Pre-K Providers' Operating Guidelines*. **Proof of age eligibility and residency must be on file the day the child begins the Pre-K Program.**
- A8. All children enrolled must have a current DHR Certificate of Immunization (Form 3231) in their file for review within 30 calendar days of entrance into Georgia's Pre-K Program. Form 3231 must have either a date of expiration or "school attendance" block checked. Children who attend Georgia's Pre-K must be up-to-date on all immunizations required for school entry plus Haemophilus influenza type B (Hib) vaccine. Children who do not provide a completed 3231 after the 30-day period must be asked not to return until the certificate is provided. Expired 3231 certificates must be updated and on site within 30 calendar days of the expiration date. Children who do not provide an updated 3231 within 30 days of expiration must be asked not to return to the program until a current 3231 form is provided with a new expiration date. *For further information, please see Section 3.7 of the Pre-K Operating Guidelines.*
- A9. All children enrolled must have a Certificate of Eye, Ear and Dental Examinations (Georgia Department of Human Resources Form 3300) in their file for review within 90 calendar days of entrance into Georgia's Pre-K Program. After 90 days, if a child does not have all three sections of the 3300 completed, the child must be asked not to return to the program until the completed 3300 form is provided. A family who provides an appointment card to have the 3300 form completed may remain in the program. A current 3300 form will be expected to be on-site the day after the appointment. Pre-K Providers shall provide evidence of documentation of follow-ups on "untestable" or Provisional status of EEDs. If a box is marked Needs Further Professional Attention, it is expected that the Pre-K site shall have documentation of the follow-up that is occurring (doctor's notes, scheduled appointments, information from parents) on file for consultant review. When children enter the program later in the year, the Pre-K provider shall make every effort to obtain form 3300 as soon as possible to identify any follow-up needed. *For further information, please see Section 3.7 of the Pre-K Operating Guidelines.*
- A10. Category One child eligibility is defined as the child's participation in one of the following: Food Stamps, Social Security Income (SSI), Medicaid, Temporary Assistance to Needy Families (TANF), CAPS program, or Peach Care for Kids. Documentation of the child's participation **must be verified and kept on file for review**. Children who participate in the free and reduced meal program through the center/school in which they attend may also be counted if income eligibility is verified on each child and kept on file for review.

- A11. All documents must be maintained and kept on site for review with times noted when children arrive late or leave before the end of the instructional day.
- A12. Children who do not attend on a regular basis, are routinely late, or routinely leave the program early should be referred to the Pre-K Project Director, Site Director, and/or Resource Coordinator (RC). Providers are required to document efforts to assist parents/guardians in improving absenteeism or tardiness. Inability to resolve the problem after documented interventions should be referred in writing to Bright from the Start for assistance/guidance. All copies of this documentation must be maintained on site for review. *Refer to Section 3.6 of the Pre-K Operating Guidelines for further clarification, definitions, and procedures.*
- A14. Disenrollment requires prior Bright from the Start approval. Immediate suspension for up to two days can be made at any time the Pre-K provider determines a child is causing harm to himself/herself or others. No Bright from the Start prior approval is needed for an immediate suspension. Bright from the Start must be notified in writing that such action has been taken immediately upon suspension. *Refer to Section 3.5 of the Pre-K Operating Guidelines for Suspension and Disenrollment Procedures.*
- A15. An on-site Pre-K orientation for all teaching and administrative staff shall be provided within the first 20 working days of commencement of Pre-K services to children. Orientation should be provided as soon as possible for new staff in the event of turnover. **Documentation must be kept on site for review.** Documentation may include an agenda, minutes from the meeting, or a sign-in sheet. *Refer to Section 6.3 of the Pre-K Operating Guidelines for further clarification about Staff Orientation.*

## Section B: Physical Learning Environment

### Item

#### B1. **Partially Meets:**

**Appropriate instructional environment:** Appropriate learning centers should be established, and the setting should promote and motivate children's learning and be welcoming, inviting, and inspiring. The classroom should have adequate space for children to move freely, but without large empty spaces that could cause children to run or tumble.

**Materials and furniture are in good repair:** The equipment is not broken, pieces are not missing, and the furniture is not torn or broken.

**Classroom is organized and uncluttered:** The classroom and materials are expected to be organized and stored neatly. Materials and shelves should be labeled appropriately. Teacher storage should not take up a large percentage of classroom space.

*Careful consideration about children's typical development is essential when setting up the learning environment.*

#### B1. **Meets:**

**Learning areas are changed to reflect current topics and interests:** It should be evident that the materials in the classroom learning areas/centers are changed each time the current topic or interest changes. Changes to the learning areas should be included in or with lesson plans and should be evident in the learning areas of the classroom.

*Young children are active learners who touch, feel, experiment, and create. The effective center is designed to relate to the world of active learners and encourage their involvement. Young children make connections in their activities that relate to what is going on around them. By providing these enhancements to your learning areas, you are encouraging young children to further explore and relate to the topics you are discussing in the classroom.*

**Protected space:** Think of this space as a "retreat" space. Ideas include but are not limited to a designated protected area, a sign a child uses to define a "no interruption" space, a classroom practice of honoring requests of children to be alone, a small table set up with one or two chairs, a space set up with a music player and headphones, transparent fabric (netting, organza or tulle) draped from the ceiling, a large box or small corner with pillows, rugs, stuffed animals, and writing materials. The protected space does not have to be a stationary classroom space (hula hoop or stop sign could be used). The protected space should not be used for discipline. It must be evident that the protected space is being used appropriately in the classroom and is not included in a learning area where disruptions and regular classroom play might occur. The art easel, book area, writing table, listening area, computer, and sensory table are not examples of a protected space.

**Centers are arranged for independent use by the children:** Children are able to see materials in the center areas and can make choices for their play independently. Shelves should be low and materials organized. Learning materials and shelves should be labeled appropriately. Learning areas and equipment should be set-up and ready for use (lid removed from sensory table, tape player for listening area has a power source and is ready for children to use, art easel supplied and lids from paint cups removed and brushes placed in paint cups). Children should not have to ask adults to hand materials to them.

*Visit the Bright from the Start website at [www.decal.state.ga.us](http://www.decal.state.ga.us) to find ideas in the monthly teacher newsletter.*

**B1. Exceeds:**

**Boundaries are established:** Boundaries should be established by using shelving, rugs, tables, or other visible barriers.

**Diversity is reflected in the classroom learning areas and materials:** It is important that the classroom materials reflect the diversity of the students' homes and communities, represent varying populations of the world, and represent various disabilities and generations. Please note these items are in addition to already required items in the PQA. The following are examples of how diversity could be reflected in learning areas:

- ❖ **Art:** crayons, paints, markers, colored pencils, and paper in different skin tones; materials that encourage children to make the arts and crafts found in their communities and different cultures (ceramic bowls and statues, clay to make pottery, yarn and frame looms), books that have pictures of art from different cultures.
- ❖ **Blocks:** animal figures representing different typical and unusual pets, toy vehicles representing different types of jobs (construction equipment, farm tractors, taxi cabs), diverse building materials used locally and in other cultures (wood, bricks, thatching grass, boards made of recycled plastic).
- ❖ **Dramatic Play:** kitchen utensils and food packages reflective of those in children's homes, dress-up clothing with items from different cultures and occupations, child-size disability aids (walkers, crutches, eyeglasses with lenses removed).
- ❖ **Science:** real examples and/or photos of plant and animal wildlife native to the area and in other countries, tools and other items related to local weather patterns (for snow removal, sun protection, rainy season, hurricane preparedness).
- ❖ **Classroom Display:** pictures/posters of children or families of different ages, races, cultures, and abilities.

*Distinctive areas encourage different types of activity and expand the range of content children want to pursue. Children are able to survey the room and choose where, with what, and with whom they want to engage.*

**B2. Partially Meets:**

**Displayed work includes a variety of media:** There should be at least three types of media (paint, markers, crayons, glued collage, clay creations) in the displayed work.

*By providing materials and experiences with different types of media, children are allowed to engage in experimentation with materials and ideas. Developing knowledge and skills in art requires time, materials, and encouragement. As children engage in the artistic process, children learn they can observe, organize, and interpret their experiences. They can make decisions, take actions, and monitor the effect of those actions. It is important that children have opportunities to foster these skills through exploration.*

**B2. Meets:**

**The majority of the display in the classroom reflects children's unique and individual expression:** There should be unique and different student work in the display. The majority means more than 50%. The children should have selected the subject and materials and completed the work in their own creative way without teacher direction. Dittos, worksheets, teacher directed work, and patterned artwork cannot be counted for this indicator.

**The items in the display are current and are changed regularly:** The edges of the paper are not curled, and the paper is not torn or faded. The dates on items in the display are from within a period of time ranging from the present to no more than six weeks ago.

*Seeing concrete reminders of their own work prompts children to recall and reflect on what they and their peers have accomplished. It also encourages children to expand their own ideas or the ideas of others and pursue that interest or project on subsequent days.*

**B2. Exceeds:**

**The classroom display reflects the current topics and children's interests:** Items in the display should reflect activities that have occurred recently. Examples might include pictures from a recent field trip or a special visitor, children's displayed work related to a current topic or interest, a sign welcoming spring, posters of a related topic, or dictations on children's work.

**Children select the location to display their work:** Children are able to independently choose the location to display their work. Children are able to hang their work independently, because the classroom has tape or clothespins accessible to encourage children to post their work.

**The classroom display includes charts and/or stories of current activities:** The purpose of these charts is to support literacy development. They can include stories that the children create as a class, recalling events of a recent field trip or special event that occurred during Pre-K. Charts, graphs, and stories should include pictures and symbols as well as print.

**B3. Partially Meets:**

**The reading area is cozy and inviting:** The area should be inviting to young children and include some type of softness such as pillows, soft furniture, or stuffed animals. The area might also include rugs and lamps. This area should change throughout the year to keep children's interest.

**Children's age appropriate literature is accessible:** There is a variety of books to meet the varying literacy levels of students. This can include books with very few or no words per page, 1-2 paragraphs per page, or books with short sentences for emerging readers.

**At least one book per child is displayed in an orderly manner:** All displayed books and books on shelves should be neatly organized. Front covers of books should be facing out and right-side up.

**Language and literacy props are in good repair:** Language and literacy props are materials placed in various learning areas to promote language development such as a flannel board and stories, big books, telephones, dolls, large plastic animals, teacher-made games, puppets, class-made books, wooden or plastic people, or walkie-talkies. These items should be clean, unbroken, and contain all pieces.

*Visit the Bright from the Start website at [www.dec.state.ga.us](http://www.dec.state.ga.us) for the Recommended Book List*

**B3. Meets:**

**A listening area with books and corresponding tapes is accessible:** The listening area should be set up and ready for children to use, complete with a minimum of two books with corresponding tapes and headphones. Listening materials in closed boxes, headphones not plugged in, or tape players with no power source are not considered accessible.

**The flannel board and flannel board stories are accessible:** The flannel board and a minimum of two stories should be accessible, set up, and ready for children to use. Stories should be stored separately and individually. Using a magnetic board and magnetic story pieces can also meet this indicator. Having just pieces of flannel, letters, or numbers does not meet this indicator. Flannel board stories should be familiar to the children, so they can practice retelling and sequencing stories. Credit will be given for this indicator for any flannel board piece of literature that can be retold in a sequence (nursery rhymes, familiar stories, books).

**A writing area is accessible with a variety of materials that address differing developmental levels:** A writing area should be established, separate from your art area, and accessible daily. The writing area should include a variety of paper (unlined and primary ruled), a variety of writing instruments in a variety of sizes (fat and thin markers, crayons, pencils), word cards (with words and icon / picture / photograph), name cards (children in the class), stencils (letters, numbers, shapes, animals), stamps and stamp pads, and real and found materials (envelopes, note pads). The area should be inviting and kept interesting by rotating materials and adding fun and unique writing tools and paper. Children will begin to learn that writing is for functional reasons (to communicate an idea, remember to do something, or give directions).

**Various literature types are accessible:** To meet this indicator at least five of the types of literature must be accessible. Types of literature to include: fantasy, non-fiction, wordless, repetitive, informational, rhyming, predictable, familiar sequence (numbers, days of the week, months of the year), repetitive phrase, cumulative, chain/circular, and question and answer.

**Various cultures, abilities, ages, and races are represented in the accessible reading materials:** To meet this indicator at least two books representing any two of the following types must be accessible: various cultures, abilities, ages, and races. Some examples might include books that represent babies, the elderly, adults and children with disabilities, and people of different races and cultures. These books and types should be rotated throughout the year.

**Books related to the current topics are accessible in order to expand children's interests and vocabulary:** These books should be accessible to the children.

Visit the Bright from the Start website at [www.decal.state.ga.us](http://www.decal.state.ga.us) for additional ideas and a resource titled, "Writing Center Ideas"

It is important for young children to be able to see pictures of and hear stories about all types of people.

Young children learn best by being able to actively see and work with materials related to what is being discussed in the learning environment. Reading books about current topics being discussed in the classroom further expands children's vocabulary and knowledge about the subject.

**B3. Exceeds:**

**Additional language props are available:** Additional language props can include: flannel or magnetic board and stories, puppets (hand, stick, finger), story mitt or apron, big books, books on tape, props to dress like characters (masks, ears, noses, clothing, costumes), and puppet stage (made or store bought).

**Materials are accessible to enhance children's understanding of the alphabetic principle:** Materials can include letter puzzles, alphabet books, displayed alphabet, word cards, labels with pictures and words, letter stamps / stencils / sponges, alphabet games (bingo, lotto, matching, dominos, interlocking cubes, wooden blocks), letter tiles, magnetic/flannel letters, computer keyboards, or typewriters.

*Children's reading development is dependent on their understanding of the alphabetic principle – the idea that letters and letter patterns represent the sounds of spoken language. Children will learn by reading books such as **Chicka Chicka Boom Boom**, singing songs, and reciting rhymes. Informal play in which children have opportunities to see, play with, and compare letters leads to later reading success.*

**B4. Partially Meets:**

**Various puzzles are accessible that address differing developmental levels:** For credit for this indicator, at least 5 puzzles must be accessible with at least 3 types represented. A variety of types of puzzles should include differing levels of ability such as knobbed or wooden puzzles, puzzles with various numbers of pieces, and floor puzzles. The variation of puzzles should be reflective of the group of children enrolled and will vary throughout the year as children's learning progresses.

**Manipulatives include materials for counting, sorting, recognizing shapes, and hand-eye coordination:** To meet this indicator at least one manipulative from each of the different types must be accessible.

**Enough manipulatives are accessible for small group activities:** There are enough manipulatives for each child to fully participate in small group activities. Small group has been defined as 2 to 8 children.

*Refer to the "Basic Equipment, Materials, and Supply List" located on the Bright from the Start website for quantity recommendations when purchasing.*

**B4. Meets:**

**Real and found materials are included in the learning area:** More than one real and found material must be accessible in the learning area. Some examples of real and found math materials include bottle tops or buttons for children to count and sort, dominoes, or beans for counting.

**Materials are accessible to provide opportunities to measure length, weight, and time:** A minimum of one material for each category (length, weight, time) must be accessible in a learning area. Materials to measure length, weight, and time include scales, balances, rulers, tape measures, hour glasses, stopwatches, or kitchen timers.

**B4. Exceeds:**

**Math activities are included as a part of the daily routine:** Some math activities can include counting the number of children present, setting the table (counting supplies needed), counting steps it takes to get from point A to point B, one to one correspondence, patterning (calendar, hand claps, children), tallying how many children are playing in each center area, and sorting groups of children based on gender, clothes, shoes, or hair. Rote/drill activities will not meet this indicator.

**Activities to teach time concepts are included as part of the daily routine:** Time concepts can be represented by games that have the children starting and stopping on a signal; discussing yesterday, today, and tomorrow; discussing what comes next; or using timers in the classroom.

*Research indicates that children between the ages of three and five years of age actively construct a variety of important informal mathematical concepts and strategies from their everyday experiences. A consistent routine creates a framework for planning daily math activities. Teachers can begin to think about how to integrate math content into each component of the day.*



**B5. Partially Meets:**

**The area is large enough to accommodate several children:** The area provided for dramatic play should be large enough so that several children playing can be active and noisy without interrupting other activities. Typically, the dramatic play area is one of the largest in the classroom and can accommodate five or more children.

**B5. Meets:**

**Doll accessories are accessible:** Doll accessories can include high chairs, doll beds, blankets, bottles, bibs, feeding bowls, infant spoons, or diaper bags.

**An adequate supply of quality dress-up clothes that includes clothing worn by both men and women is accessible:**

Dress-up clothes should be organized and visible so children can see their choices. Some (four to five choices are required) of the dress-up clothes should be hung so children can clearly see their choices. Clothing choices should be rotated to maintain interests throughout the year. Additional clothing choices can be stored in drawers or in storage bins or tubs if they are neatly sorted and organized and clearly labeled with words and pictures. Clothing choices should include a variety of items with which children (both boys and girls) can identify as a part of their everyday lives. Other examples of

quality clothing items could include fantasy costumes and clothing items (story book characters), community worker outfits (mail carrier, doctor, fire fighter, police officer), fancy dress-up clothing (sequin dresses, suits, dressy hats, gowns), attire that is reflective of cultures (African dashiki and kufi or wrap hat, Latino shirt with serape, Native American attire), and work attire (overalls, suits, dress-shirts, dress jackets, uniforms from local businesses).

*It is important that all children in the classroom have something from their lives which they can identify with and extend their play and thoughts. For this reason, it is important to have several choices that both girls and boys can identify with.*

*For additional ideas for props and accessories for dramatic play themes see the resource titled "Dramatic Play Themes" located on the Bright from the Start website.*

**Props and accessories for at least two different themes**

**are accessible:** Each accessible theme/prop box should have an adequate number of props to foster meaningful play experiences and the intended theme. Props should be stored in boxes, baskets, or containers and should be clearly labeled with words and pictures and/or be visible to the children. Examples of themes/prop boxes might include birthday celebration, picnic, flower shop, or office.

*Creating a class book or keeping a photo album of past themes and multiple settings created throughout the year is beneficial documentation. It is also something to share with families, consultants, special visitors, and other teachers. It is fun for children to revisit throughout the year.*

**B5. Exceeds:**

**Multiple settings are provided for dramatic play throughout the year:** Credit for multiple settings occurs when there is a transformation of an area into a new setting. Some settings which could be recreated are restaurants, offices (post office, doctor/dentist, vet, business), stores (grocery, bookstore, pet), or a campground. It is acceptable to set up a dramatic play setting in another part of the classroom. All materials to which the PQA refers to must remain accessible.

**Environmental print is included in the area:** Environmental print is encountered in the context of everyday life. Some examples are company logos, menus, coupons, real food labels and containers, a food pyramid, phone books, restaurant items, catalogs, junk mail, or signs that relate to topic of study.

*Recognizing environmental print is the beginning stage of reading and shows that children understand that printed words convey meaning.*

**B6. Partially Meets:**

**Various items for collage making are accessible:** There should be a minimum of four choices of different types of collage materials accessible. Collage materials should be separated by type and sorted in an orderly fashion. Some examples of collage materials include buttons, beans, feathers, craft sticks, glitter, or fabric pieces.

**The art easel is supplied with paint and paper and accessible daily:** To meet this indicator, paint cups should be full (with a variety of color choices) and developmentally appropriate sized painting implements (brushes, rollers) included with the paint cups. Easel paper (18" x 24") should be hung on the easel or easily accessible for children to hang on the easel independently. The easel, paint, painting implements, and paper should be prepared daily and be clearly visible to children as a choice prior to center time.

*Young children need daily painting opportunities to express themselves creatively as well as to develop large and small motor skills associated with easel painting.*

**B6. Meets:**

**Materials for three-dimensional creations are accessible:** There should be more than one type of material accessible for creating three-dimensional artwork. Some examples of three-dimensional materials could include play dough or clay along with the tools for modeling, molding, and making impressions (bowls, dowels, toothpicks, kitchen utensils, plastic letters and numbers, cookie cutters, buttons and beads); cardboard or plastic tubes; wood pieces; boxes and cartons in all shapes and sizes; and empty thread spools or film canisters.

**Various types of paper are accessible:** To meet this indicator at least three different types of paper must be present. Different types of paper might include newsprint, wallpaper, tissue, construction, drawing or sketch paper, or manila drawing paper.

*Manipulating three-dimensional media requires the manual dexterity and strength to mold, sculpt, or build with materials using one's hands and/or tools. The primary role of the teacher is to encourage children to make art by providing abundant and diverse materials, along with enough time and space to explore them.*

**B6. Exceeds:**

**Reading materials are included in the area:** Books related to art should be included in the area. Magazines, newspapers, or other items used for collage materials will not be counted for this indicator.

**B7. Partially Meets:**

**The area is large enough to accommodate several children:** There should be enough space for several children to build and create structures without their play being interrupted. Typically, the block area is one of the largest in the room and can accommodate up to five or more children. Block play is often loud and active, and the area should not be located where other play nearby will be disturbed.

**An adequate number of unit blocks are accessible for several children:** A minimum of 250 unit blocks must be present to meet this indicator. Unit blocks are wooden and include shapes such as rectangles, squares, triangles, and cylinders.

*For additional ideas about the block area, use the "Block Center Tips", "Stages of Block Building" and the "Basic Equipment, Materials and Supplies Inventory List"*

**An adequate number of hollow blocks are accessible for several children:** A minimum of 30 hollow blocks must be present to meet this indicator. Hollow blocks are large and wooden.

**Blocks are organized and sorted according to type:** Unit blocks should be stacked on shelves and sorted by shape and size. Blocks should be organized neatly so children are invited to use them independently and are able to clean up on their own. This arrangement helps children to develop and practice the skills of sorting and stacking. The majority of unit blocks should be stacked on shelves and not in bins or tubs to be given credit for this indicator.

*Not having enough blocks for children to complete the structures they have in mind frustrates children and constrains them developmentally. Unit blocks are important in the development of the whole child. Learning occurs as a child moves her muscles, discovers how different objects feel in her hands, thinks about spaces and shapes, and develops thoughts and interests of her own. Unit blocks allow children to create, solve problems, and challenge themselves. Block play helps children learn socially, physically, intellectually (math, language, science), and creatively.*

**B7. Meets:**

**Block props and accessories are included in the block area:** The block area must include two or more types of props. Types of props for the block area include small and large vehicles, animals, people, traffic signs, train tracks and trains.

**The block area is located away from traffic patterns:** The area should be located in an area of the room where traffic patterns will not disturb block play. Typical block play includes building structures and towers.

**Labels are used to aid in organization and to support clean-up efforts:** The area should be labeled appropriately. Labels can include photos, pictures from magazines, or tracings. Children should be taught how to use the labels to aid in clean-up efforts. It must be evident that children have been taught the skills of sorting and stacking and that the children are using the labels to sort, stack, and clean-up blocks.

**Real/found materials are included in the area:** There should be a minimum of two types of real and found materials in the block area. Real and found materials that can be added to the block center include cardboard boxes, cardboard tubes, PVC pipes and fittings, paper/plastic cups, or construction cones.

**B7. Exceeds:**

**In addition to unit and hollow blocks, other types of blocks are accessible for use:** Additional blocks can include foam, plastic, cardboard, or teacher-made blocks. There should be enough blocks (at least 15-20) to be considered a set. Blocks are not interlocking. Items that interlock such as Legos or Lincoln Logs cannot be counted to meet this indicator. Interlocking materials can be included in the block area but are considered in fine motor development.

*By providing many different types of blocks, you create a learning environment that challenges children to build in different ways.*

**B8. Partially Meets:**

**An adequate supply of basic materials for science exploration is accessible:** To meet this indicator the following basic materials must be accessible: magnets and items to use with magnets, color paddles, and magnifiers and items to use with magnifiers. There should be an adequate number of each of the basic materials for multiple children to use.

**A sensory table/tub is supplied, open, and accessible to the children:** The sensory table/tub must be prepared daily and be clearly visible and open prior to center time. The sensory table/tub must be supplied with ample sensory materials along with materials for children to dig with, containers to fill and dump, pouring materials, and other items such as tweezers or tongs. If the sensory table is used for cutting materials, other sensory materials should be accessible.

**B8. Meets:**

**Collections of natural items are accessible:** Each classroom should have more than one collection of natural items and these collections should vary throughout the year. Collections can include items such as seashells, rocks, feathers, tree bark, fossils, acorns, or a variety of leaves.

**Nature/Science games and/or toys are accessible:** The science area should include more than one nature/science game and/or toy. These items might include: animal or nature bingo/lotto, science themed puzzles, prisms, sound discrimination games, kaleidoscopes, binoculars, or teacher-made matching games.

**Something living for children to care for and observe is included in the classroom:** To meet this indicator children should be involved in the daily care of the plant and/or animal to learn that all things need care, food, and water to live. A living plant and/or animal should be included in the classroom learning environment.

**Materials in the sensory table/tub are changed frequently to provide a variety of textures and experiences:** Materials in the sensory table/tub should be changed frequently to provide a variety of textures and experiences. These materials can include sand, water (with or without bubbles), rice, birdseed, corn, dirt, "glurch" made from liquid starch and glue, or confetti. Consider adding dry spices or liquid scents to the sensory materials. If the sensory table is used for cutting materials, other sensory materials should be accessible. Documentation for this indicator could include photos of items in the sensory tub throughout the year, notes in lesson plans, or notes on the changes to the learning environment form.

*Children should have real items to explore and investigate. Children should be encouraged to bring in natural items to share with the class and to add to the natural collections throughout the year.*

*Plants should be safe and nonpoisonous, and proper care for animals is required. To extend this indicator, children could be involved in growing plants, planting seeds, or other activities in the classroom.*

*For additional ideas refer to the resource titled "Sensory Table Ideas" located in the Pre-K section of the Bright from the Start website.*

**B8. Exceeds:**

**Various resources are used to add information:** These resources can include science books that expand on a concept, posters depicting science concepts (life cycle of a frog, seed cycle), pictures from science activities/experiments, pictures of nature or other science-related topics, charts from field trips with a science topic (farm, pumpkin patch), guest speakers who share information related to science (farmer, bee keeper), or other science-related activities (growing plants from seed).

**B9. Partially Meets:**

**Teachers provide daily opportunities for the children to participate in music with gross movement:** Activities should include music with gross (large) motor movement (Hokey Pokey, dancing with scarves, jumping to the beat of music). These activities should be documented in lesson plans. Singing songs that do not include gross motor movement with music will not meet this indicator.

*For additional ideas refer to the resource titled "Types of Musical Recordings" located in the Pre-K section of the Bright from the Start website.*

**B9. Meets:**

**Various types of music:** To meet this indicator at least four different types of music must be available. A collection of music might include types such as classical, children's, jazz, Celtic, nature sounds, multicultural, dance, or foreign language.

**Music is played at various times of the day:** Music can be played throughout the daily routine. Background music should be played low, because children are easily distracted, especially if the music is played during center or small group instruction. Teachers might consider playing music during arrival, transitions, large group/circle times, departure, or rest.

**Teachers provide multiple opportunities for children to participate in music with movement activities daily:** Evidence of more than one activity involving music with gross/large motor movement must be documented in lesson plans.

**Musical instruments reflect various cultures:** To meet this indicator there should be enough of these instruments available to use with a small group of children. Instruments reflecting various cultures can include Native American or African drums, rain sticks, castanets, bongo drums, or authentic maracas. Small group has been defined as 2 to 8 children.

**Music props are available:** To meet this indicator there should be enough props available for each child participating in the activity. Props might include scarves, ribbons, streamers, individual beanbags, parachute, hats, or puppets.

*For additional ideas refer to the resource titled "Teacher Ideas for Music and Movement" located in the Pre-K section of the Bright from the Start website.*

**B9. Exceeds:**

**Materials are available for children to make their own instruments:** Materials can include cups, rice, beans, empty water or soda bottles, tape, shoe boxes, rubber bands, or empty food containers.

**Activities using props for music with movement are incorporated into lessons:** To meet this indicator, activities and props should be documented in lesson plans.

**Activities are planned to familiarize children with music of various cultures:** Special visitors or field trips focused around this topic can also be used to meet this indicator. Activities can include exploring photos, documents, posters, musical recordings, or websites to familiarize children with music from various cultures. Documentation for these activities must be on-site for credit for this indicator. Documentation might include photos, chart stories, class-made books, dictations on children's work, printouts from websites, or activities in lesson plans.

**B10. Partially Meets:**

**The equipment and play area are in good repair and free of safety hazards:**

Hazards might include trash, broken glass, sharp edges, or large rocks. Other safety hazards can include a broken fence, bee/wasp nests, standing water, tripping hazards, or any other items that might cause harm to the children and/or adults on the playground. Staff should monitor to ensure that the equipment is anchored safely in the ground, all equipment and pieces are in good working order, S-hooks are entirely closed, bolts are not protruding, and that there are no exposed footings.

**Adequate resilient surfacing is present:** To meet this indicator an adequate amount of acceptable resilient surfacing must be present. Acceptable resilient surfaces include hardwood fiber/mulch, pea gravel, sand, and synthetic materials such as rubber mats or tiles. Resilient surfaces should not be concrete, asphalt, grass, blacktop, or be packed with dirt or rocks. Grass growing through the surfacing and exposed dirt are signs that adequate surfacing is not present.

*The National Playground Safety Association recommends at least 6 inches of resilient surfacing around playground equipment. The surfacing should extend at least 6 inches in all directions from the play equipment. For swings, be sure surfacing extends, in back and front, twice the height of the suspending bar.*

**B10. Meets:**

**Mobile equipment is accessible for daily use:** Mobile equipment can include balls, hoops, parachute, wagons, tricycles, scooters, plastic bats, catching games/gloves, or cones to use for obstacle courses.

**Children have a choice of activities during outside time:** There must be evidence that children have a daily choice of activities during outside time. Evidence can be included on lesson plans or in notes or matrices referring to observed activities outdoors. Activities can include group games, tricycles, sidewalk chalk, bubbles, or mobile equipment. Children should not be forced to participate in any activity.

**B10. Exceeds:**

**The outdoor environment is enhanced with learning center materials:** Learning center materials (blocks, manipulatives, puzzles, science materials, paint, trucks, or dress-up clothes) are taken outdoors in addition to the required mobile equipment.

**The outdoor environment allows for a variety of settings:** These settings can include sun, shade, concrete, grass, or sand.

**B11. Partially Meets:**

**The classroom environment is free from safety hazards:** Safety hazards include accessible toxic substances, dangling electrical cords, exposed electrical outlets, and broken toys or equipment. When the workbench is in use, direct supervision is provided and safety procedures are followed. When the workbench is not in use, the tools and accessories must be inaccessible to children.

**Children are adequately supervised throughout the instructional day to ensure their health and safety:**

Children are adequately supervised in the classroom, on the playground, on field trips, in restrooms, and in the cafeteria. Adequate supervision includes maintaining the required staffing for the instructional day services as outlined in Section 6.1 in the *Pre-K Program Providers' Operating Guidelines*.

*Outdoor learning can extend current topics, themes, and projects, or be completely independent. When planning, consider opportunities for quiet play as well as loud play that are often discouraged indoors. In a well-planned environment, children can do much more than run, climb, and ride tricycles. Teachers should observe and watch for teachable moments when children make a discovery, ask questions, and show they are eager to learn more. Outdoor time is the ideal place to extend learning experiences from the classroom and to provide experiences that are considered too messy to do indoors. Sensory experiences such as measuring flour or mixing sand and water can be fully explored.*

**B11. Meets:**

**Teachers model appropriate health and hygiene practices:** Adults reinforce good health practices by eating/drinking healthy food items when with the children and cover their mouth when they cough or sneeze.

**Children are guided toward managing health practices independently:** Health practices include cleaning faces after meals/snacks, cleaning noses, washing hands when dirty, zipping/snapping/buttoning clothes, and flushing toilets.

**B11. Exceeds:**

**Health-related activities are incorporated into the instructional program:** Health-related activities might include reading books about health issues, visiting a hospital, inviting a dentist to the classroom, or having a doctor share information with the children. Other activities might include discussions about health issues (brushing teeth, eating healthy), health-related games, or health-related songs.

**Community resources are used to reinforce health and safety concepts:** Resources to reinforce health and safety concepts can include firemen, policemen, health professionals, or other community health or safety workers. To meet this indicator documentation must be present. Documentation might include chart stories, class books, dictations on children's work, or photos.

#### Section C:

##### Item

##### C1. Partially Meets:

**The written daily schedule is posted and implemented:** The schedule should reflect the entire 6.5-hour instructional day, be posted inside the classroom for adults, and include times that each activity occurs.

**The schedule includes a balance of teacher-initiated and child-initiated activities:** To meet this indicator, the schedule and lesson plans should reflect that children are actively engaged and responsive during both teacher-initiated and child-initiated activities.

*Because routine provides children with emotional stability and security, the posted schedule should be current and implemented.*

*Child-initiated activities include those where children should be able to initiate activities based on their personal interests and intentions, choose materials and decide what to do with them, explore materials actively with all of their senses, and talk about their experiences. During child-initiated learning (center time, outside time, or music with movement) children have a choice and control over their learning. Children will construct new knowledge and skills by building on their current knowledge and skills.*

*Teacher-initiated activities include those where teachers choose materials, set objectives and goals, give some directions, and guide the children's learning (large group literacy activities, small group instruction, and story book read-alouds).*

**Children are given adequate time to develop their play in self-selected learning areas:** The schedule should reflect no less than one full hour block of time for children to play in self-selected learning areas. Breaking up this time into several smaller increments of self-selected play does not meet this indicator. Timing children or having them rotate between centers does not meet this indicator. Activities such as clean-up should be clearly defined and are in addition to the minimum of one full hour block of time. All centers should be accessible to the children daily. Children should not be limited in numbers in centers unless it is for a safety precaution or a smaller center where materials would be an issue (sensory table, loft, listening center, flannel board, or computer). Larger centers should be accessible daily to all children (art, blocks, reading, math, dramatic play, science).

**The schedule includes small and large group instruction:** A small group is defined as a group of no less than 2 and no more than 8 children who meet with an adult to experiment with materials and solve problems.

*"Letting young children make choices is one of the benefits of centers. Children who are given a choice of the center they use will become more involved in the play, follow their interest and maintain their activity longer. Each day children should have an opportunity to choose the center where they will work. Early childhood teachers use various approaches to manage centers and children's choices. Some teachers use a self-managing system for operating centers." Rebecca Isbell, Director, Child Study Center, East Tennessee State University.*

- C1. **Meets:**  
**Group opening and closing activities are included on the daily schedule and are implemented:** Activities for opening and closing activities should be documented in lesson plans and should vary throughout the year.  
**Instructional activities are included after rest time:** Evidence of instruction after rest time should appear on both the daily schedule and in lesson plans. Adequate time should be scheduled to fully implement these activities. Some suggestions for instruction after rest might include story times, music with movement, or large group/circle time. Having only snack and a closing activity after rest time will not meet this indicator.
- C1. **Exceeds:**  
**A schedule for children (readers and non-readers) is posted at children's eye level in the classroom and is used to help children understand the daily routine:** The schedule should include words (for readers) and photos, pictures, or symbols (for non-readers). Evidence that children are currently able to use and manipulate the schedule must be present. Some suggestions are to have a clothespin, magnet, or other type of marker to move along the side of the schedule as you progress throughout the day, or use Velcro pieces on the schedule so children can manipulate and put the routine in the proper order. Flip chart schedules will not count for this indicator.  
**The schedule is revised as children mature and develop:** Throughout the year teachers should be aware of children's continued growth and development. Schedules and routines should change as children mature. The schedule changes should be documented and might include or indicate times when children can sit a few minutes longer (a longer group opening/closing, or longer small group times), shorter nap time, or longer time in learning areas as children begin to be able to focus for longer periods of time.
- C2. **Partially Meets:**  
**Each adult is actively involved with the children throughout the day:** All adults in the classroom are actively engaged with the children and materials throughout the day including outside time. Teachers should not be passive. Teachers should be acting with specific outcomes or goals in mind for the children's development and learning.  
**Staff talks and listens to individual children with attention and respect throughout the day:** Children feel secure and successful when teachers interact positively with them. Teachers should interact both verbally (listening, conversing with interest and respect) and nonverbally (smiling, hugging, nodding, making eye contact when appropriate, and getting down on children's eye level when appropriate).  
**All children are treated with respect, dignity, and acceptance:** To meet this indicator, warm, sensitive, and nurturing interactions must be observed.
- C2. **Meets:**  
**Meaningful conversations between staff and children occur:** There should be evidence of a verbal give and take between adults and children.

*Conversations should facilitate learning during activities and play routines. Children naturally look for support and feedback.*



**Staff participates in children's learning to turn activities into meaningful learning opportunities:** The teachers extend the children's learning by actively engaging with the children and materials during purposeful activities and play routines. Presenting information, making comments, asking questions, identifying contradictions in children's thinking, and posing challenges are examples.

**C2. Exceeds:**

**Activities are planned to promote group cooperation and develop social skills:** These activities might include making class books, caring for class pets, cooking activities, painting murals, or completing group projects. Activities to develop social skills could also include books or discussions to help children understand the feelings of others or activities to encourage appropriate social behavior or how to interact with a group. Teachers should model how to treat people with kindness and respect and engage children in conversations about relationships and working together.

*Classroom materials should invite collaborative play (large wagons, long jump ropes, large hollow blocks, board games, and other building materials or equipment that take two or more children to carry or operate.)*

**C3. Partially Meets:**

**Age appropriate/non-punitive classroom management techniques are used that guide and redirect children:** Age appropriate/non-punitive techniques include redirection, problem solving, and conflict resolution.

**The learning environment is set up to prevent conflicts and promote positive interactions:** Classrooms should have two or more of popular toys or materials and learning centers that are large enough to accommodate several children and facilitate group play.

*Young children need explicit information and guidance from teachers to understand, establish, and follow rules governing classroom behavior.*

**C3. Meets:**

**Age appropriate classroom rules are developed and posted:** Establish no more than 4-5 classroom rules. Rules should be written out using simple words **and** symbols/pictures and posted at the children's eye level. The rules should be concrete and include only what the children "can" do (e.g., "walk inside" rather than "don't run inside"). Refer back to the rules often, as many times this may be a child's first formal learning experience.

**Logical and natural consequences are used when possible:** Logical and natural consequences help children understand the connection between their actions/behavior and consequences through their direct experiences.

*The goal of logical and natural consequences is to allow children to learn from their mistakes. **Natural consequences** allow the child to experience the direct result of his or her actions/behavior (when you throw the ball over the fence, you don't have access to it anymore, and, therefore you can't play with it.) **Logical consequences** help students recognize the effects of their actions/behavior and fix any problems caused by their actions/behavior. Logical consequences relate directly to the situation at hand (if you spill the milk, you get a paper towel and clean it up). A logical consequence is often used when the natural consequence would pose too*

**C3. Exceeds:**

**Teachers model and encourage children to focus on the positive behavior of others:** For credit for this indicator, teachers should model that they value children's behavior through interest and encouragement rather than praise or tangible rewards. Teachers can recognize children's accomplishments by commenting specifically on what the child has done, asking questions to learn more about a child's thoughts, repeating a child's idea, imitating an action/behavior, or referring children to one another for information or assistance. Other ways to focus on the positive behavior of others might include compliment boards or friendship jars.

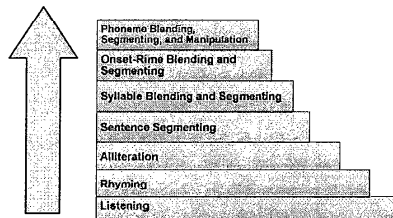
**Children are involved in developing classroom rules:** For credit for this indicator, evidence of children being involved in developing rules must be evident in lesson plans or in some other way. Involving children encourages them to share in responsibility for taking care of others and the classroom.

**Children are taught strategies for developing self-control:** For credit for this indicator, procedures should be in place for children to learn to take turns. Teachers should be observed modeling appropriate language for expressing needs, expressing feelings, and asking for help. Children should not be told to work problems out on their own without support, but should instead be offered specific options for resolution.

*Four year old children are developing their sense of independence and need to be guided to learn appropriate self control behaviors such as using timers and sign in boards. Other techniques such as calm breathing, coloring/creating a picture to express feelings of anger, or walking away from a frustrating situation should be taught to and modeled for children. In addition to teaching techniques, a private place may be provided for children to go to by choice when frustrated, angry, or upset (refer to B1). Teachers need to be active facilitators with children while they learn these skills.*

**C4. Partially Meets:**

**Teachers provide various daily opportunities for the children to develop phonological awareness:** It should be evident that teachers are planning for at least one daily phonological awareness activity, are aware of the levels of phonological awareness, and are varying activities based on the needs and levels of the children in the classroom. It should be evident in lesson plans that the planned activities are following a continuum of learning and a progression throughout the year beginning with listening and rhyming and moving to syllable segmenting and phoneme manipulation. ***The levels of phonological awareness are: (1) Listening, (2) Rhyming, (3) Alliteration, (4) Sentence Segmenting, (5) Syllable Blending and Segmenting, (6) Onset Rime Blending and Segmenting, and (7) Phoneme Blending, Segmenting and Manipulation.***



*Phonological awareness is defined as the auditory ability to understand the relationship between sounds and spoken words and is directly correlated with learning to read. Teachers should keep a sense of playfulness and fun, and avoid drill and rote memorization. Spending a few minutes daily engaging children in oral activities that emphasize the sounds of language will go a long way in helping them to become successful readers and learners. Activities to develop phonological awareness should vary daily and include reading aloud rhyming stories, rhymes, chants, songs, finger plays, games that play with sounds (rhyming, sound-to-word matching games, letter-sound association, sound deletion), listening activities, or counting numbers of words in sentences or syllables in a word. Additional activities to support the development of phonological awareness include:*

- *Using clapping and rhythm chants such as "Miss Mary Mack"*
- *Playing movement and rhythm games such as "Hokey, Pokey,"*
- *Reading books with patterned, predictable, and repetitive text such as Brown Bear, Brown Bear.*
- *Reading books with alliteration such as Each Peach, Pear, Plum.*
- *Reading books or text that asks questions such as From Head to Toe.*

**Teachers provide a planned opportunity for the children to participate in reading and discussing children's literature daily:** It must be evident in lesson plans that teachers are planning for this opportunity daily. Lesson plans should include the names of the stories and/or pieces of literature. Child choice of reading material will not meet this indicator.

*By planning reading opportunities daily, teachers are enhancing pre-reading skills. Teachers should purposefully choose appropriate pieces of literature and include them in their instruction. Supportive conversations and activities before, during, and after reading should occur between teachers and children. Children need to develop a rich language and conceptual knowledge base, a broad vocabulary, and verbal reasoning abilities to understand the messages conveyed through print.*

**Language development is encouraged through interactions with adults and peers:** For credit for this indicator, teachers should be purposeful in involving children in conversations, discussions, and interpretations. Teachers should listen and extend conversations into more descriptive, grammatically mature statements when appropriate. Teachers should use rare and new vocabulary, discuss cognitively challenging content, and listen to and respond to what children have to say.

**Strategies are developed to meet the needs of non-English speaking students:** Evidence includes items found in the environment (labeling materials, daily schedule) in both English and the child's native language, and accessible materials (empty food containers, menus, or books) in the child's native language. Children should be encouraged to speak English when ready.

*By adding items to promote language and literacy to the environment and through routine play, children are allowed to express and represent their ideas and knowledge by making it their own.*

**C4. Meets:**

**The environment is language and literacy focused and print rich:** Materials should be placed in various learning areas to promote the development of language/literacy skills. These can include chart stories, class-made books, graphing activities, portable writing centers, vocabulary cards, class charts with words and symbols, or environmental print.

**Adults ask engaging and open-ended questions and provide time for children to reflect and respond:** Open-ended questions encourage thinking and reasoning, and encourage children to express their thoughts. There is no right or wrong answer. Teachers should pose questions to get insight into what children are thinking and to stimulate their thought processes.

**Teachers provide multiple planned opportunities for the children to participate in reading and discussing children's literature daily.** There should be evidence in lesson plans that teachers have planned more than one purposeful reading opportunity for children. Lesson plans should include the names of the stories and/or pieces of literature teachers plan to read. Child choice of reading materials will not meet this indicator. See PM column for rationale.

**Teachers involve children in informal reading experiences:** Informal reading experiences might include one-to-one or small group readings done by teaching staff or classroom volunteers. These experiences are not part of planned activities. Teachers can offer informal reading

experiences during arrival and departure, center time, outside time, or between planned activities. It is suggested that impromptu opportunities also be taken advantage of. No documentation is needed for impromptu informal reading experiences. Routine informal reading opportunities could be reflected on the schedule and/or in lesson plans.

**Teachers read to children in planned small groups at least weekly:** At least once a week it is evident that there is at least one lesson planned with a smaller group of children involving reading a piece of literature and some type of activity. The activity and the piece of literature must be documented in the lesson plans.

**The environment includes children's dictation:** Teachers record what children say on/in individual artwork, journals, chart stories, or class-made books.

*Some examples of reading activities with children in small groups might include: after reading a book or piece of literature, have the children discuss their favorite part of the story; after reading a predictable text, suggest a different ending; recall a sequence of the story, retell a story, or answer questions about a story.*

**C4. Exceeds:**

**The connection between spoken communication and written language is demonstrated in multiple ways:** To meet this indicator, evidence of at least three connections must be present inside the classroom. Ways to connect spoken and written language include language experience charts, recording the children's dictation, class-made books and stories, quotes in class newsletters, messages to and from children, or writing the Daily News.

**Displayed print is used as an opportunity for teaching skills and concepts:** It is important for children to begin to engage with printed materials (examples might include alphabet display, chart stories and/or language charts, or environmental print) and the items that are represented in print such as stories and information.

*The relationship between spoken and written language is very abstract for children. When teachers record children's dictation and then read it back to them, they help children begin to make connections between spoken communication and written language.*

**C5. Partially Meets:**

**Current and complete lesson plans are on site and are implemented:** Lesson plans must be current, on site, and complete for the entire week. Teachers should be planning ahead of time using what they know about the interests and needs of the children, and incorporating connections with the topic of study. Daily planning or incomplete lesson plans will not be given credit for this indicator. Lesson plans for the current school year must be kept on site for review. Credit will not be given if partial lesson plans for the week or previously completed lesson plans are not on site for review.

**Lesson plans reflect appropriate instructional practices and activities:** The teacher has concrete plans to introduce subject matter and sequence children's learning. Instruction guides the class toward meeting defined standards, but teachers remain open to pursuing related topics that arise and capture children's interests. **Instruction does not include worksheets/dittos, letter of the week, rote memorization/drills, or introduction of skills above the developmental/age appropriate level of the children enrolled.**

*The Georgia's Pre-K Content Standards have the potential to improve teaching methods if they are used to guide choices of materials, activities, and interactions. Teachers should know and understand how children typically develop with regard to each learning domain that is addressed.*

**C5. Meets:**

**Instruction is based on content standards in each of the following domains:** There must be evidence in lesson plans that teachers are using the Georgia's Pre-K Content Standards to plan their instructional activities. Content Standards and the indicator should be linked with each instructional activity included in the lesson plans. Lesson plan formats that include pre-printed Content Standards for every instructional activity will not meet this indicator. Teachers should know

the subject matter covered in their program curriculum and Georgia's Pre-K Content Standards. Over a period of one week, lesson plans should include activities to address skills in each of the seven domains covered in the Content Standards. (Example: LD1a).

**Instruction is modified to meet varying readiness levels, learning preferences, and interests of children:** It must be evident in lesson plans that activities have been planned that are open-ended, hands-on, and active. Teachers should be aware of young children's learning styles, abilities and skill levels, gender specific learning styles and preferences, and multiple intelligences in regards to four-year-old children. The instructional activities should be hands-on and active.

**Instructional activities are planned to build upon children's participation in field trips or other special experiences:** It must be evident in lesson plans that there are pre- and post-activities relating to field trips, special visitors, or other special experiences. Changes to the learning environment should also be made and documented as follow-up to field trips, special visitors, or other special experiences (adding pizza making materials, aprons, cash register, and menus to the dramatic play area after visiting a pizza parlor). Special visitors might include community workers or parents discussing hobbies or careers. Other special experiences might include participating in drama or musical performances. It is required for special experiences, special visitors, and/or field trips to take place throughout the school year. If field trips can't be taken, then special visitors and other special experiences should take their place.

**Activities for small group instruction are developmentally appropriate and purposeful:** Small groups have been defined to include 2 to 8 children. The length of a small group activity should vary with the age, interests, and attention span of the children. Small groups should be formed and will change frequently based on the developmental needs and skills of children. The Georgia's Pre-K Content Standards should be used in planning small group instruction. Teachers should plan activities based on what they need to know about the children in their class. The activities planned for small groups of students working independently should also be purposeful. Small group instruction should not include patterned art projects.

*Instructional activities should be planned for both individual children and groups of children. Instructional activities should not be too far above or below children's current capabilities or they could challenge children's self-confidence and their ability to learn.*

*Children learn best through active participation and experiences. When helped, allowed, and encouraged to follow an interest and construct a plan to learn more, children are empowered and become more intrinsically motivated. Children will fully engage in the experience when it is their own. Teachers must listen for, seize, and build upon interests of children. The planning process works best when both lead and assistant teachers have an opportunity to discuss the interests of the children and how the interest can be extended in the classroom with materials and activities.*

*Children learn best by being able to connect their experiences in the real world to their classroom environment and learning activities.*

**C5. Exceeds:**

**Assessment data is used for planning instruction:** Preliminary ratings on the WSS checklist, observational notes, and portfolio artifacts are used to plan instruction. Planned instructional activities should reflect individualization for multiple children (individuals and/or small groups.) Evidence that the groupings of children have changed and notes about individualization should be documented in the lesson plans for credit to be given for this indicator.

**Children have opportunities to extend learning activities/projects over a period of time:** For credit to be given for this indicator, these activities should be noted in lesson plans and/or changes to the environment form. Projects that are completed over a period of time include book making, completing projects (quilt, food pyramid, or scrapbook), science experiments, or building structures over several days.

**Interests of the children are incorporated into the instructional program:** There must be evidence that teachers have planned instructional activities based on the children's interests (losing a tooth,

sports event, family vacation, birth of sibling) or initiative. This information must be included throughout the lesson plans to be given credit for this indicator.

#### C6. DEFINITIONS:

**Appropriate Assessment Practices:** Assessment should occur throughout the day in the natural classroom setting.

**Assessment Tool:** The assessment tools are the Work Sampling System (WSS) Developmental Checklist, the Georgia's Pre-K Child Assessment Spreadsheet developed by Georgia State University, and the Pre-K Progress Report. No other assessment tools (normed, curriculum, or locally developed) are allowed to be used. Any requests to use something other than or in addition to the WSS Developmental Checklist and Pre-K Progress Report must be sent to and approved by Bright from the Start. All requests must be received in writing and the Pre-K Program Assistant Commissioner must grant written approval. Neither the Georgia's Pre-K Progress Report nor the WSS Developmental Checklist can be altered in any way.

**Georgia's Pre-K Assessment Spreadsheet:** This spreadsheet was developed by Georgia State University and is available on the Bright from the Start website. The spreadsheet can be used in lieu of the WSS Developmental Checklist with one exception. All ratings at the end of each rating period must be transferred to the WSS Developmental Checklist and a copy of the Georgia's Pre-K Assessment Spreadsheet and must be kept on-site and in the Teacher File. NOTE: If you choose to use the Georgia's Pre-K Assessment Spreadsheet electronically, you must print a copy of the entire spreadsheet at the end of each four to five week preliminary rating period. A score of NM will be given for C6 if copies aren't kept on site and printed as specified.

**Portfolios:** Portfolios consist of hanging folders for each child that are stored in a bin or file drawer. Each hanging file must include eight file folders, labeled as follows: (1) Checklist/Progress Report, (2) Personal/Social, (3) Language/Literacy, (4) Mathematical Thinking, (5) Scientific Thinking, (6) Social Studies, (7) The Arts, and (8) Physical/Health Development. The portfolio is used to store observational notes, work samples, and photographs. In addition to the 20 hanging file folders (one for each child), there should be a hanging folder labeled Teacher File that contains all WSS manuals, Georgia's Pre-K Assessment Spreadsheet, and matrices. All items to be included in the teacher file must be kept on-site and be accessible. All domains should contain a balance of documentation. Heavy reliance on one type of documentation should be avoided. Each portfolio should also contain a balance of child initiated and teacher initiated activities. The uniqueness and individuality of each child should be reflected in the child's portfolio. Most observational notes, work samples, matrices, and photographs will be marked with several domains; teachers determine where best to file documentation. Documentation collected during the fall reporting period should be removed from the child's portfolio, kept separated by domain, and kept on site until the end of the school year. The Pre-K Consultant will ask to see the documentation from the fall rating period if the rating period has already passed. All observational notes, work samples, and photographs can be sent home with families after the end of the year or during spring conference with families.

*For more information about Georgia's Pre-K Child Assessment Program refer to the resource titled "Summary of Key Points" located in the Pre-K section of the Bright from the Start website.*

*Refer to the "Correlation of the Georgia's Pre-K Content Standards to the WSS Performance Indicators" in the Pre-K Assessment Section located on the Bright from the Start website.*

*For examples of matrices, please refer to the Pre-K Child Assessment Section located on the Bright from the Start website.*

**Observations:** Notes must be labeled with child's name, date, and WSS domain(s). All observational notes are filed by domain in the child's portfolio. Observations must record factual information about child's performance (what you see or hear) in relation to WSS Performance Indicators. Observations should reflect actual student performance in relation to specific skills, knowledge, and behaviors.

**Matrices:** Matrices are charts created by teachers to collect information on easily observable, predictable skills or behaviors. The matrices should include the child's name, date(s), and WSS domain along with predictable skills or behaviors. Matrices should be filed in the 'Teacher File' of the portfolio.

**Photographs:** Photos should include child's name, date, and be coded by domains represented. Photos should be filed by domain in each child's portfolio and should focus on child's performance in relation to WSS Performance Indicators. Photos may be black/white and can be printed as small as 3X5.

**Domain:** Domains are specific areas of learning: language and literacy, personal/social, mathematical thinking, scientific thinking, social studies, the arts, and physical/health development.

**WSS Developmental Checklist:** The checklist rates all 55 performance indicators. A rating should be given to all children twice a year. Please use the Fall and Spring columns only. Preliminary ratings should be made in pencil every four to five weeks. The preliminary ratings should be used to focus observations and adjust instruction. Final ratings should be marked in ink at the end of the fall and spring reporting periods prior to completing the Georgia's Pre-K Progress Report. A copy of the WSS Developmental Checklist must be kept on site for three years. The WSS Developmental Checklist is mailed in July of each school year to each Pre-K site.

**Georgia's Pre-K Progress Report:** The Georgia's Pre-K Progress Report must be completed for each child in Georgia's Pre-K Program and shared with families during a family conference at the end of the fall and spring reporting periods. Any family who cannot attend a family conference must have the Pre-K Progress Report mailed to them and should be followed up with a telephone conference. A copy of the Pre-K Progress Report should be sent with families to the Kindergarten teacher. A copy should also be maintained on site for three years. The Progress Reports are mailed in July of each school year to each Pre-K site.

**Family Conferences:** Family conferences must be held twice a year toward the end of fall and spring reporting periods [December and May - adjustments should be made for year round schools] in relation to the Georgia's Pre-K Assessment. The Pre-K Progress Report should be shared with families during the conferences along with selected artifacts from each child's portfolio. Additional family conferences throughout the year as well as continuous communication with parents are recommended. Systems that have predetermined conference days will have to adjust their schedules to meet the reporting periods required by Georgia's Pre-K Program. **Sending home portfolio contents prior to your final Pre-K Consultant visit will result in a score of Not Met.**

**C6. Partially Meets:**

**The program uses the Georgia's Pre-K Child Assessment tools appropriately:** There must be evidence that preliminary ratings on the WSS Developmental Checklist and/or the Georgia's Pre-K Assessment Spreadsheet are being completed every 4 to 5 weeks, portfolios are organized according to guidelines, and Georgia's Pre-K Progress Reports are being completed correctly and in the proper time frames.

**The Work Sampling System (WSS) Developmental Checklist and Georgia's Pre-K Progress Report are supported by observational notes and portfolio artifacts:** There should be a balance of work samples, observational notes (including matrices), and photographs throughout the portfolios to support the Work Sampling System Checklist ratings and the Georgia's Pre-K Progress Report.

**C6. Meets:**

**Observations are ongoing throughout the year for each child in all domains:** Children should have multiple opportunities to demonstrate what they know, understand, and can do. Enough documentation is needed to give a clear picture of the child's performance. All observations must be labeled with the child's name, date, and WSS domain(s) (LL=Language and Literacy). Observations must state facts (what you see or hear) about the child's performance. Observational notes may include quotes from children's comments or conversations.

**Observational notes and portfolio artifacts are systematically organized and filed by children's names and domain:** Please refer to the definition of portfolios above for clarification of how to organize portfolios. Portfolios should include current documentation of performance. Notes and portfolio artifacts should be filed on a weekly basis.

**Portfolios include a variety of media:** A variety of media must be currently filed in children's portfolios to meet this indicator. To assess children's growth and development, portfolios can include photographs, tapes (audio/video), creative work using a variety of media, writing samples, cutting samples, photographs of 3-D creations, science logs, manipulative work samples, matrices, or tallies.

**C6. Exceeds:**

**Assessment includes information from multiple sources such as parents and additional resource personnel:** Additional resource personnel might include Special Education department staff, private therapists, other on-site staff (extended day, director, Pre-K Resource Coordinator), or physicians. The information obtained from multiple sources should be filed in the Teacher File of the Georgia's Pre-K Child Assessment Portfolio.

**Teachers provide parents individualized information on children's progress throughout the year:** Some examples of items to share might include a note sent home, personalized e-mail, weekly progress report, or notes of verbal conferences or telephone calls. Throughout the year means that the information sharing occurs at times other than the two required Parent-Teacher conferences. Evidence of these contacts should be in the Teacher File of the Georgia's Pre-K Child Assessment Portfolio.



## Section D:

### Item

#### D1. **Partially Meets:**

**A documented Pre-K parent orientation has been provided within 20 days of commencement of services:** Each family must receive an orientation to the Pre-K program. Those families who cannot attend the scheduled orientation(s) should be contacted to schedule individual orientations. Documentation must be kept on site for review. Documentation might include an agenda, minutes from the meeting, or a sign-in sheet. *Refer to Section 6.3 of the Pre-K Operating Guidelines for further clarification about orientation.*

#### D1. **Meets:**

**Opportunities are provided for families to participate in the children's educational experience:** Documentation of these activities must be kept on site for review. Documentation might include flyers, sign-in sheets, photos, etc. These activities could include field trips, parents as guest readers in the classrooms, workshops where families and children work together, or Child and Parent Time (CAP or sometimes called PACT) activities. These opportunities should be offered to families throughout the school year.

**Families are notified of classroom activities through regular written communication such as newsletters or Daily News Activities:** It is important to communicate what children are learning. Copies of written communication should be kept on site for consultant review. A minimum of one written communication to parents should be provided monthly and should highlight individual class activities and successes (pictures of a class project, field trip, or special visitor, names of children who lost a tooth, something that happened during a class experiment, highlights of a science project or cooking activity, something funny a child said or did, something about the class pet, or upcoming activities). Providing Bright from the Start Pre-K Parent Posts will not meet this indicator.

*It is important to have families involved in the educational experience. This will begin to lay the groundwork for their continued involvement throughout the child's school career.*

#### D1. **Exceeds:**

**Family literacy packs are used to enhance literacy opportunities:** Literacy packs must include at least one children's book, something to write with and on, and at least one hands-on activity that extends the learning and discussion of the book. It is expected that if materials are needed for the activity, the materials to implement the activities are also included. Many literacy packs contain several books on one topic and several possible activities to implement. Simple instructions on how to use the pack should be included. Parents should be made aware of the literacy packs, and it must be evident that literacy packs are being used by families throughout the school year.

**A lending library has been established with a variety of learning materials for families:** The lending library can include children's books, books, magazines, or videos for adults on parenting, child development, child discipline, home repair, resume writing, or interview skills. Parents should be made aware of the lending library, and it must be evident that families are using the materials in the lending library throughout the school year (sign out sheets).

**D2. Partially Meets:**

**Families are assisted in obtaining required kindergarten documentation:** Documentation should include birth certificates, current immunization form (Form 3231), Eye, Ear, and Dental form (Form 3300), or other local school system requirements. Providers should be prepared to share how families are assisted in obtaining required kindergarten documentation.

**A plan has been developed for an orientation and distribution of the "Ready for School" kits:** A written plan for orientation and distribution should be kept on site for consultant review. In the spring of each year, Bright from the Start will provide programs with enough "Ready for School" kits for each of their families. A plan will need to be developed to show how your program will share the kits with families. The provider is expected to share the components of the "Ready for School" kits as well as how to use the components at home with children over the summer months. These kits can be shared and distributed through individual contacts or through group meetings with parents. Providers should be prepared to discuss the implementation of the plan during the PQA visit.

**D2 Meets:**

**An effort is made for children to meet kindergarten staff:** To meet this indicator, a written plan should be kept on site for consultant review. Providers should be prepared to discuss implementation of the plan. Kindergarten staff can be met while visiting a local school or by inviting a kindergarten teacher to come to the classroom and talk with children.

**Transition procedures are discussed with parents during a meeting or through individual contacts:** To meet this indicator, a written plan should be kept on site for consultant review. Providers should be prepared to discuss the implementation of the plan. Discussions can occur through individual parent conferences or through group meetings.

**Classroom activities are planned to familiarize children with kindergarten routines:** Teachers and directors need to be prepared to share how the program meets this indicator through specific activities used in the classroom throughout the school year. Classroom activities for familiarizing children with kindergarten routines can include carrying cafeteria trays, opening milk cartons and straw wrappers, shoe tying, taking responsibility for classroom activities, and learning self-help routines. They should be done throughout the school year.

**D2 Exceeds:**

**Opportunities are provided for Pre-K children to participate in kindergarten functions such as kindergarten field trips, school fairs/carnivals, picnics, or special assemblies:** To meet this indicator, supporting documentation should be kept on site for consultant review. Documentation should show how Pre-K children participated in an event with kindergarten children.

**Plans are made to contact former students during the beginning of their kindergarten year:** To meet this indicator providers must be prepared to share plans on how Pre-K children were or will be contacted during the beginning of their kindergarten year. Contact with parents does not meet this indicator. Contact must be made with former Pre-K children. Examples might include visits to local elementary schools to kindergarten classes or postcards mailed to former Pre-K children at the beginning of their kindergarten school.

# **Georgia's Pre-K Quality Assessment Self-Study**

**A Guide for Program  
Growth and Improvement**



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Georgia Department of Early Care and Learning

### Introduction

The Pre-K Quality Assessment (PQA) Self-Study is designed to assist Pre-K staff in identifying areas of strength and weakness in the instructional program. Teachers, principals and program administrators can use this tool to improve, monitor and maintain program quality. You may also use this information to guide classroom purchasing decisions and to request technical assistance from your Pre-K Consultant.

The PQA Self-Study is divided into three areas: Physical Learning Environment, Instruction and Curriculum, and Transition and Family Involvement. Section A (Program Administration) of the PQA used in the evaluation of your program by Bright from the Start: Georgia Department of Early Care and Learning (Bright from the Start) is not included in this Self-Study.

### Scoring

Not Met (NM)	Any indicator under Partially Meets is missing
Partially Meets (PM)	All Partially Meets indicators are met
Meets (M)	All Partially Meets indicators and all Meets indicators are met
Exceeds (E)	All Partially Meets indicators, all Meets indicators, and at least half of the Exceeds indicators are met

### Definitions

**Accessible:** Materials are located within the learning areas or in the classroom within easy reach of the children. Children can freely choose to use materials without asking for teacher permission or assistance.

**Available:** Items are easily brought out for children's use for specific activities or to expand children's play.

**Materials are rotated:** There are additional materials that are added to centers and/or switched with current materials. While most materials should be present each day to encourage in-depth exploration, some materials should be rotated periodically to expand children's learning experiences. Reintroducing familiar materials can also inspire new uses. Teachers should be mindful of boredom, loss of interest, new interests, and frustrations. You can visit your local library or Child Care Resource and Referral Agency for additional books and materials for rotation.

**Adequate:** Refers to the recommended number of items listed on the Pre-K Basic Equipment, Materials, and Supplies Inventory list. Children are often eager to use materials immediately, and taking turns is often difficult for them. Having multiple sets of popular materials will help with classroom management issues. Children who are working with the same materials are more likely to compare and share observations about their experiences.

**Reading and Writing Materials:** Teachers support the development of reading and writing skills by creating an environment that actively involves children in meaningful literacy activities. Activities using print should occur throughout the instructional day during large group activities, small group activities, and independent play. A "print-rich environment" incorporates books, all types of writing materials, lists, charts, language experience activities, samples of writing efforts, and center props that promote reading and writing. It is recommended that materials for writing and reading should be included in each of the classroom learning areas. Reading materials placed in various areas should be age-appropriate and relevant to the learning areas in which they are placed (mathematical concept books in the Math/Manipulative area or science related books in the Science area). Refer to the resources titled "Pre-K Literacy in Each Area," "Writing Center Ideas," and "Reading and Writing in Pre-K" located in the Pre-K >> Teachers >> PQA Resources section of the Bright from the Start website at [www.decal.state.ga.us](http://www.decal.state.ga.us).

**Please note: Items included in parentheses are examples.**

### Clarifications

The clarifications from the PQA are imbedded in this document. The complete clarifications are available on our website.

### Completing the PQA Self-Study

We do not recommend that you complete this self-study in a single day. It will be more effective to take a few items at a time. Go through the items you've decided to focus on and score each one. If the score is Not Meets or Partially Meets, use the space under Growth Plan in the Self-Study to make notes on items that need to be modified, whether repairing classroom materials or sending a notice about an upcoming classroom event to families. Then assign responsibility for each item and the date it should be completed. We also recommend that you use the PQA Self-Study with the PQA On-line Learning Module. For more information about the on-line module, please contact your Pre-K Consultant.

This is also a great tool to use if the score is Meets and you want to raise the score to Exceeds.

Additional resources to help your program exceed quality standards can be found on our website, [www.decal.state.ga.us](http://www.decal.state.ga.us).

## Section B: Physical Learning Environment

**B1. The classroom is arranged into clearly defined learning areas that are equipped with appropriate learning materials and supplies that enhance children's growth and development.**

<b>Partially Meets</b> <input type="checkbox"/> <b>The room arrangement supports an appropriate instructional environment.</b> Appropriate learning centers should be established and the setting should promote and motivate children's learning and be welcoming, inviting, and inspiring. The classroom should have adequate space for children to move freely, but without large empty spaces that could cause children to run or tumble. <input type="checkbox"/> <b>Materials are accessible to the children.</b> <input type="checkbox"/> <b>Materials and furniture are in good repair.</b> The equipment is not broken, pieces are not missing, and the furniture is not torn or broken. <input type="checkbox"/> <b>Learning areas are clean and well lit.</b> <input type="checkbox"/> <b>Quiet and noisy areas are separated.</b> <input type="checkbox"/> <b>The classroom is organized and uncluttered.</b> The classroom and materials are expected to be organized and stored neatly. Materials and shelves should be labeled appropriately. Teacher storage should not take up a large percentage of classroom space.	<b>Growth Plan</b> Action(s):     Materials needed:
<b>Meets</b> <input type="checkbox"/> <b>Learning areas are changed to reflect current topics and interests.</b> It should be evident that the materials in the classroom learning areas/centers are changed each time the current topic or interest changes. Changes to the learning areas should be included in or with lesson plans and should be evident in the learning areas of the classroom. <input type="checkbox"/> <b>A protected space is accessible for one or two children to work or play without interruptions.</b> Think of this space as a "retreat" space. Ideas include but are not limited to a designated protected area, a sign a child uses to define a "no interruption" space, a classroom practice of honoring requests of children to be alone, a small table set up with one or two chairs, a space set up with a music player and headphones, transparent fabric (netting, organza or tulle) draped from the ceiling, a large box or small corner with pillows, rugs, stuffed animals, and writing materials. The protected space does not have to be a stationary classroom space (hula hoop or stop sign could be used). The protected space should not be used for discipline. It must be evident that the protected space is being used appropriately in the classroom and is not included in a learning area where disruptions and regular classroom play might occur. The art easel, book area, writing table, listening area, computer and sensory table are not examples of a protected space. <input type="checkbox"/> <b>Centers are arranged for independent use by the children.</b> Children are able to see materials in the center areas and can make choices for their play independently. Shelves should be low and materials organized. Learning materials and shelves should be labeled appropriately. Learning areas and equipment should be set-up and ready for use (lid removed from sensory table, tape player for listening area has a power source and is ready for children to use, art easel supplied and lids from paint cups removed and brushes placed in paint cups). Children should not have to ask adults to hand materials to them.	Questions I need to ask/Clarifications I need:     Person responsible:  Target date for completion:  Date of completion:
<b>Exceeds</b> <input type="checkbox"/> <b>Boundaries are established for each learning area.</b> Boundaries should be established by using shelving, rugs, tables, or other visible barriers. <input type="checkbox"/> <b>More than one protected space is accessible in the classroom.</b> <input type="checkbox"/> <b>Diversity is reflected in the classroom learning areas and materials.</b> It is important that the classroom materials reflect the diversity of the students' home and communities, represent varying populations of the world, and represent various disabilities and generations. Please note these items are in addition to already required items in the PQA. (Examples are found on Clarifications)	
Self Study Score: Not Met, Partially Meets, Meets, Exceeds	Desired Score: Partially Meets, Meets, Exceeds

Additional Notes:

**B2. The classroom display reflects the children's interests and activities.**

<b>Partially Meets</b> <input type="checkbox"/> Children's creative efforts are displayed in the classroom. <input type="checkbox"/> Children's creative efforts are displayed at varying levels. <input type="checkbox"/> Displayed work includes a variety of media. There should be at least three types of media (paint, markers, crayons, glued collage, clay creations) in the displayed work.	<b>Growth Plan</b>  Action(s):
<b>Meets</b> <input type="checkbox"/> The majority of the display in the classroom reflects children's unique and individual expression. There should be unique and different student work in the display. The majority means more than 50 %. The children should have selected the subject and materials and completed the work in their own creative way without teacher direction. Dittos, worksheets, teacher directed work, and patterned artwork cannot be counted for this indicator. <input type="checkbox"/> The children's creative efforts are displayed throughout the classroom. <input type="checkbox"/> The items displayed in the classroom are current and are changed regularly. The edges of the paper are not curled, and the paper is not torn or faded. The dates on items in the display are from within a period of time ranging from the present to no more than six weeks ago.	Materials needed:   Questions I need to ask/Clarifications I need:
<b>Exceeds</b> <input type="checkbox"/> The classroom display reflects the current topics and children's interests. Items in the display should reflect activities that have occurred recently. Examples might include pictures from a recent field trip or a special visitor, children's displayed work related to a current topic or interest, a sign welcoming spring, posters of a related topic, or dictations on children's work. <input type="checkbox"/> Pictures of the children and/or families are displayed in the classroom. <input type="checkbox"/> Children select the location to display their work. Children are able to independently choose the location to display their work. Children are able to hang their work independently because the classroom has tape or clothespins accessible to encourage children to post their work. <input type="checkbox"/> The classroom display includes charts and/or stories of current activities. The purpose of these charts is to support literacy development. They can include stories that the children create as a class, recalling events of a recent field trip or special event that occurred during Pre-K. Charts, graphs, and stories should include pictures and symbols as well as print.	Person responsible:  Target date for completion:  Date completed:
Self Study Score: Not Met, Partially Meets, Meets, Exceeds	Desired Score: Partially Meets, Meets, Exceeds

Additional Notes:

**B3. The Language and Literacy area is equipped to provide many opportunities for children to explore, manipulate, investigate and discover.**

Partially Meets	Growth Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>The reading area is cozy and inviting.</b> The area should be inviting to young children and include some type of softness such as pillows, soft furniture, or stuffed animals. The area might also include rugs and lamps. This area should change throughout the year to keep children's interest.</li> <li><input type="checkbox"/> <b>Children's appropriate literature is accessible.</b> There is a variety of books to meet the varying literacy levels of students. This can include books with very few or no words per page, 1-2 paragraphs per page, or books with short sentences for emerging readers.</li> <li><input type="checkbox"/> <b>At least one book per child is displayed in an orderly manner.</b> All displayed books and books on shelves should be neatly organized. Front covers of books should be facing out and right-side up.</li> <li><input type="checkbox"/> <b>Additional books are available for rotation.</b></li> <li><input type="checkbox"/> <b>Language and literacy props are in good repair.</b> Language and literacy props are materials placed in various learning areas to promote language development such as flannel board and stories, big books, telephones, dolls, large plastic animals, teacher-made games, puppets, class-made books, wooden or plastic people, or walkie-talkies. These items should be clean, unbroken and contain all pieces.</li> </ul>	<p>Action(s):</p>  <p>Materials needed:</p>
<b>Meets</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>A listening area with books and corresponding tapes is accessible.</b> The listening area should be set up and ready for children to use, complete with a minimum of two books with corresponding tapes, and headphones. Listening materials in closed boxes, headphones not plugged in, or tape players with no power source are not considered accessible.</li> <li><input type="checkbox"/> <b>The flannel board and flannel board stories are accessible.</b> The flannel board and a minimum of two stories should be accessible, set-up, and ready for children to use. Stories should be stored separately and individually. Using a magnetic board and magnetic story pieces can also meet this indicator. Having just pieces of flannel, letters, or numbers does not meet this indicator. Flannel board stories should be familiar to the children so they can practice retelling and sequencing stories. Credit will be given for this indicator for any flannel board pieces of literature that can be retold in a sequence (nursery rhymes, familiar stories, books).</li> <li><input type="checkbox"/> <b>A writing area is accessible with a variety of materials that address differing developmental levels.</b> A writing area should be established (separate from your art area) and accessible daily. The writing area should include a variety of paper (unlined and primary ruled), a variety of writing instruments in a variety of sizes (fat and thin markers, crayons, pencils), word cards (with words and icons/pictures/ photographs), name cards (children in the class), stencils (letters, numbers, shapes, animals), stamps and stamp pads, and real and found materials (envelopes, note pads). The area should be inviting and kept interesting by rotating materials and adding fun and unique writing tools and paper. Children will begin to learn that writing is for functional reasons (to communicate an idea, remember to do something, or give directions).</li> <li><input type="checkbox"/> <b>Various literature types are accessible.</b> To meet this indicator at least 5 of the types of literature must be accessible. Types of literature to include: fantasy, non-fiction, wordless, repetitive, informational, rhyming, predictable, familiar sequence (numbers, days of the week, months of the year), repetitive phrase, cumulative, chain/circular, and question and answer.</li> <li><input type="checkbox"/> <b>Various cultures, abilities, ages and races are represented in the accessible reading materials.</b> To meet this indicator at least 2 books representing any two of the following types must be accessible: various cultures, ages, and races must be present in the accessible reading materials. Some examples might include books that represent babies, the elderly, adults and children with disabilities, and people of different races and cultures. These books and types should be rotated throughout the year.</li> <li><input type="checkbox"/> <b>Books related to the current topics are accessible in order to expand children's interests and vocabulary.</b> These books should be accessible to the children.</li> <li><input type="checkbox"/> <b>Books are rotated to maintain children's interest.</b></li> </ul>	<p>Questions I need to ask/Clarifications I need:</p>  <p>Person responsible:</p>  <p>Target date for completion:</p> <p>Date completed:</p>

**B3. The Language and Literacy area is equipped to provide many opportunities for children to explore, manipulate, investigate and discover. (Continued)**

<p><b>Exceeds</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Books made by individuals and groups of children in the class are accessible.</b></li> <li><input type="checkbox"/> <b>Language and literacy props related to the current story or topic of study are accessible.</b></li> <li><input type="checkbox"/> <b>Additional language props are available.</b> Additional language props can include: flannel or magnetic board and stories, puppets (hand, stick, finger), story mitt or apron, big books, books on tape, props to dress like characters (masks, ears, noses, clothing, costumes), puppet stage (made or store bought).</li> <li><input type="checkbox"/> <b>Materials are accessible to enhance children's understanding of the alphabetic principle.</b> Materials can include letter puzzles, alphabet books, displayed alphabet, word cards, labels with pictures and words, letter stamps/stencils/sponges, alphabet games (bingo, lotto, matching, dominos, interlocking cubes, wood blocks), letter tiles, magnetic/flannel letters, computer keyboards, typewriters.</li> <li><input type="checkbox"/> <b>Language and literacy props are rotated.</b></li> <li><input type="checkbox"/> <b>Books are available for children to check out, take home and return.</b></li> </ul>	<p>Action(s):</p>  <p>Materials needed:</p>  <p>Questions I need to ask/Clarifications I need:</p>  <p>Person responsible:</p>  <p>Target date for completion:</p> <p>Date completed:</p>
<p>Self Study Score: Not Met, Partially Meets, Meets, Exceeds</p>	<p>Desired Score: Partially Meets, Meets, Exceeds</p>

Additional Notes:



Partially Meets	Growth Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Various types of puzzles are accessible that address differing development levels. For credit for this indicator at least 5 puzzles must be accessible with at least 3 types represented. A variety of types of puzzles should include differing levels of ability such as knobbed or wooden puzzles, puzzles with various numbers of pieces, and floor puzzles. The variation of puzzles should be reflective of the group of children enrolled and will vary throughout the year as children's learning progresses.</li> <li><input type="checkbox"/> Manipulatives include materials for counting, sorting, recognizing shapes, and hand/eye coordination.</li> <li><input type="checkbox"/> Enough manipulatives are accessible for small group activities. There are enough manipulatives for each child to fully participate in small group activities. Small group has been defined as 2 to 8 children.</li> <li><input type="checkbox"/> Materials are complete with all necessary components.</li> <li><input type="checkbox"/> Materials are organized, uncluttered and in good condition.</li> </ul>	<p>Action(s):</p>  <p>Materials needed:</p>
<b>Meets</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Materials are stored in clear containers or containers with labels.</li> <li><input type="checkbox"/> Real/found materials are included in the area. More than one real and found material must be accessible in the learning area. Some examples of real and found math materials can include bottle tops or buttons for children to count and sort, dominoes, or beans for counting..</li> <li><input type="checkbox"/> Materials are accessible to provide opportunities to measure length, weight and time. A minimum of one material for each category (length, weight, and time) must be accessible in a learning area. Materials to measure length, weight, and time include scales, balances, rulers, tape measures, hour glasses, stopwatches, or kitchen timers.</li> </ul>	<p>Questions I need to ask/Clarifications I need:</p>  <p>Person responsible:</p>
<b>Exceeds</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Math activities are included as a part of the daily routine. Some math activities can include counting the number of children present, setting the table (counting supplies needed), counting steps it takes to get from point A to point B, one to one correspondence, patterning (calendar, hand claps, children, etc), tallying how many children are playing in each center area, and sorting groups of children based on gender, clothes, shoes, hair. Rote/drill activities will not meet this indicator.</li> <li><input type="checkbox"/> Activities to teach time concepts are included as part of the daily routine. Time concepts can be represented by games that have the children starting and stopping on a signal; discussing yesterday, today, and tomorrow; discussing what comes next; or using timers in the classroom.</li> <li><input type="checkbox"/> Materials are rotated to maintain children's interest.</li> <li><input type="checkbox"/> Reading and writing materials are included in the area.</li> <li><input type="checkbox"/> Informational books that include mathematical concepts, such as counting, are read at group time.</li> </ul>	<p>Target date for completion:</p> <p>Date completed:</p>
Self Study Score: Not Met, Partially Meets, Meets, Exceeds	Desired Score: Partially Meets, Meets, Exceeds

August, 2008

**B5. The Dramatic Play area is equipped to provide many opportunities for children to explore, manipulate, investigate and discover.**

Partially Meets	Growth Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>The area is large enough to accommodate several children.</b> The area provided for dramatic play should be large enough so that several children playing can be active and noisy without interrupting other activities. Typically, the dramatic play area is one of the largest in the classroom and can accommodate up to five or more children.</li> <li><input type="checkbox"/> <b>Materials are organized for easy accessibility and clean-up.</b></li> <li><input type="checkbox"/> <b>A full length mirror is included with dramatic play materials.</b></li> </ul>	<p>Action(s):</p>
<p><b>Meets</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Dolls representing various populations of the world are accessible.</b></li> <li><input type="checkbox"/> <b>Doll accessories are accessible.</b> Doll accessories can include high chairs, doll beds, blankets, bottles, bibs, feeding bowls, infant spoons, or diaper bags.</li> <li><input type="checkbox"/> <b>An adequate supply of quality dress-up clothes that includes clothing worn by both men and women is accessible.</b> Dress-up clothes should be organized and visible so children can see their choices. Some (four to five choices are required) of the dress-up clothes should be hung so children can clearly see their choices. Clothing choices should be rotated to maintain interests throughout the year. Additional clothing choices can be stored in drawers or in storage bins or tubs if they are neatly sorted and organized and clearly labeled with words and pictures. Clothing choices should include a variety of items with which children (both boys and girls) can identify as a part of their everyday lives. Other examples of quality clothing items could include fantasy costumes and clothing items (story book characters), community worker outfits (mail carrier, doctor, fire fighter, police officer), fancy dress-up clothing items (sequin dresses, suits, dressy hats, gowns), attire that is reflective of cultures (African dashiki and kufi or wrap hat, Latino shirt with serape, Native American attire), and work attire (overalls, suits, dress-shirts, dress jackets, uniforms from local businesses).</li> <li><input type="checkbox"/> <b>Real and found materials are included in the learning area.</b></li> <li><input type="checkbox"/> <b>Props and accessories for at least two different themes are accessible.</b> Each accessible theme/prop box should have an adequate number of props to foster meaningful play experiences and the intended theme. Props should be stored in boxes, baskets, or containers and should be clearly labeled with words and pictures and/or be visible to the children. Examples of themes/prop boxes might include birthday celebrations, picnic, flower shop, or office.</li> </ul>	<p>Materials needed:</p> <p>Questions I need to ask/Clarifications I need:</p> <p>Person responsible:</p> <p>Target date for completion:</p> <p>Date completed:</p>
<p><b>Exceeds</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Props are rotated to maintain children's interest.</b></li> <li><input type="checkbox"/> <b>Multiple settings are provided in the dramatic play area throughout the year.</b> Credit for multiple settings occurs when there is a transformation of an area into a new setting. Some settings which could be recreated are restaurants, offices (post office, doctor/dentist, vet, business), stores (grocery, bookstore, pet), or a campground. It is acceptable to set up a dramatic play setting in another part of the classroom. All materials to which the PQA refer must remain accessible.</li> <li><input type="checkbox"/> <b>Environmental print is included in the area.</b> Environmental print is encountered in the context of everyday life. Some examples are company logos, menus, coupons, real food labels and containers, food pyramid, phone books, restaurant items, catalogs, junk mail, or signs that relate to topic of study.</li> <li><input type="checkbox"/> <b>Reading and writing materials are included in the area.</b></li> </ul>	
<p>Self Study Score: Not Met, Partially Meets, Meets, Exceeds</p>	<p>Desired Score: Partially Meets, Meets, Exceeds</p>

Additional Notes:

Partially Meets		Growth Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Basic items such as crayons, markers, paper, scissors and glue are accessible.</li> <li><input type="checkbox"/> Various items for collage making are accessible. There should be a minimum of four choices of different types of collage materials accessible. Collage materials should be separated by type and sorted in an orderly fashion. Some examples of collage materials include buttons, beans, feathers, craft sticks, glitter, or fabric pieces.</li> <li><input type="checkbox"/> The center area is organized and orderly.</li> <li><input type="checkbox"/> The art easel is supplied with paint and paper and accessible daily. To meet this indicator, paint cups should be full (with a variety of color choices) and developmentally appropriate sized painting implements (brushes, rollers) included with the paint cups. Easel paper (18"x24") should be hung on the easel or easily accessible for children to hang on the easel independently. The easel, paint, painting implements, and paper should be prepared daily and clearly visible to children as a choice prior to center time.</li> </ul>	<p>Action(s):</p>  <p>Materials needed:</p>  <p>Questions I need to ask/Clarifications I need:</p>  <p>Person responsible:</p>  <p>Target date for completion:</p> <p>Date completed:</p>	
<b>Meets</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Materials for three-dimensional creations are accessible. There should be more than one type of material accessible for creating three-dimensional artwork. Some examples of three-dimensional materials could include play dough or clay along with the tools for modeling, molding, and making impressions (bowls, dowels, toothpicks, kitchen utensils, plastic letters and numbers, cookie cutters, buttons and beads); cardboard or plastic tubes; wood pieces; boxes and cartons in all shapes and sizes; empty thread spools or film canisters.</li> <li><input type="checkbox"/> Various types of paper are accessible. To meet this indicator at least 3 different types of paper must be present. Different types of paper might include newsprint, wallpaper, tissue, construction, drawing or sketch paper, or manila drawing paper.</li> <li><input type="checkbox"/> Smocks or cover-ups are accessible.</li> <li><input type="checkbox"/> A table is located in the art area.</li> </ul>		
<b>Exceeds</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> There is a place for children's work to dry.</li> <li><input type="checkbox"/> A source of water is nearby.</li> <li><input type="checkbox"/> Reading materials are included in the area. Books related to art should be included in the area. Magazines, newspapers, or other items used for collage materials will not be counted for this indicator.</li> </ul>		
Self Study Score: Not Met, Partially Meets, Meets, Exceeds	Desired Score: Partially Meets, Meets, Exceeds	

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Investigate and discover.		Growth Plan
<b>Partially Meets</b> <input type="checkbox"/> <b>The area is large enough to accommodate several children.</b> There should be enough space for several children to build and create structures without their play being interrupted. Typically, the block area is one of the largest in the room and can accommodate up to five or more children. Block play is often loud and active and the area should not be located where other play nearby will be disturbed. <input type="checkbox"/> <b>An adequate number (minimum of 250) of unit blocks are accessible for several children.</b> A minimum of 250 unit blocks must be present to meet this indicator. Unit blocks are wooden and include shapes such as rectangles, squares, triangles, and cylinders. <input type="checkbox"/> <b>An adequate number of hollow blocks (minimum of 30) are accessible for several children.</b> A minimum of 30 hollow blocks must be present to meet this indicator. Hollow blocks are large and wooden. <input type="checkbox"/> <b>Blocks are organized and sorted according to type.</b> Unit blocks should be stacked on shelves and sorted by shape and size. Blocks should be organized neatly so children are invited to use them independently and are able to clean up on their own. This arrangement helps children to develop and practice the skills of sorting and stacking. The majority of unit blocks should be stacked on shelves and not in bins or tubs to be given credit for this indicator.	Action(s):          Materials needed:          Questions I need to ask/Clarifications I need:	
<b>Meets</b> <input type="checkbox"/> <b>Block props and accessories are included in the block area.</b> The block area must include two or more types of props. Types of props for the block area include small and large vehicles, animals, people, traffic signs, train tracks and trains. <input type="checkbox"/> <b>The block area is located away from traffic patterns.</b> The area should be located in an area of the room where traffic patterns will not disturb block play. Typical block play includes building structures and towers. <input type="checkbox"/> <b>Labels are used to aid in organization and to support clean-up efforts.</b> The area should be labeled appropriately. Labels can include photos, pictures from magazines, or tracings. Children should be taught how to use the labels to aid in clean-up efforts. It must be evident that children have been taught the skills of sorting and stacking and that the children are using the labels to sort, stack and clean-up blocks. <input type="checkbox"/> <b>Real/found materials are included in the learning area.</b> There should be a minimum of two types of real and found materials in the block area. Real and found materials that can be added to the block center include cardboard boxes, cardboard tubes, PVC pipes and fittings, paper/plastic cups, or construction cones.	Person responsible:          Target date for completion:          Date completed:	
<b>Exceeds</b> <input type="checkbox"/> <b>In addition to unit and hollow blocks, other types of blocks are accessible for use.</b> Additional blocks can include foam, plastic, cardboard, or teacher-made blocks. There should be enough blocks (at least 15-20) to be considered a set. Blocks are not interlocking. Items that interlock such as Legos or Lincoln Logs cannot be counted to meet this indicator. Interlocking materials can be included in the block area but are considered in fine motor development. <input type="checkbox"/> <b>Block props and accessories are rotated to maintain children's interest.</b> <input type="checkbox"/> <b>Reading and writing materials are included in the area.</b>		
Self Study Score: Not Met, Partially Meets, Meets, Exceeds	Desired Score: Partially Meets, Meets, Exceeds	

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B6. Science materials are provided for children to explore, manipulate, investigate	Growth Plan
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Growth Plan	
<b>Partially Meets</b> <input type="checkbox"/> <b>An adequate supply of basic materials for science exploration is accessible.</b> To meet this indicator the following basic materials must be accessible: magnets <u>and</u> items to use with magnets, color paddles, and magnifiers <u>and</u> items to use with magnifiers. There should be an adequate number of each of the basic materials for multiple children to use. <input type="checkbox"/> <b>A sensory table/tub is supplied, open and accessible to the children.</b> The sensory table/tub must be prepared daily and be clearly visible and open prior to center time. The sensory table/tub must be supplied with ample sensory materials along with materials for children to dig with, containers to fill and dump, pouring materials, and other items such as tweezers or tongs. If the sensory table is used for cutting materials, other sensory materials should be accessible. <input type="checkbox"/> <b>Science materials are organized and uncluttered.</b>	Action(s):          Materials needed:
<b>Meets</b> <input type="checkbox"/> <b>Collections of natural items are accessible.</b> Each classroom should have more than one collection of natural items and these collections should vary throughout the year. Collections can include items such as seashells, rocks, feathers, tree bark, fossils, acorns, or a variety of leaves. <input type="checkbox"/> <b>Nature/science games and/or toys are accessible.</b> The science area should include more than one nature/science game and/or toy. These items might include: animal or nature bingo/lotto, science themed puzzles, prisms, sound discrimination games, kaleidoscopes, binoculars, or teacher-made matching games. <input type="checkbox"/> <b>Something living for children to care for and observe is included in the classroom.</b> To meet this indicator children should be involved in the daily care of the plant and/or animal to learn that all things need care, food, and water to live. A living plant and/or animal should be included in the classroom learning environment. <input type="checkbox"/> <b>Reading and writing materials are included with the science materials.</b> <input type="checkbox"/> <b>Materials in the sensory table/tub are changed frequently to provide a variety of textures and experiences.</b> Materials in the sensory table/tub should be changed frequently to provide a variety of textures and experiences. These materials include sand, water (with or without bubbles), rice, birdseed, corn, dirt, "glurch" made from liquid starch and glue, or confetti. Consider adding dry spices or liquid scents to the sensory materials. If the sensory table is used for cutting materials, other sensory materials should be accessible.	Questions I need to ask/Clarifications I need:          Person responsible:          Target date for completion:          Date completed:
<b>Exceeds</b> <input type="checkbox"/> <b>Various resources are used to add information and extend children's learning experiences.</b> These resources can include science books that expand on a concept, posters depicting science concepts (life cycle of a frog, seed cycle), pictures from science activities/experiments, pictures of nature or other science-related topics, charts from field trips with a science topic (farm, pumpkin patch), guest speakers who share information related to science (farmer, bee keeper), or other science related activities (growing plants from seeds). <input type="checkbox"/> <b>Informational books that focus on scientific concepts are included in instructional activities.</b> <input type="checkbox"/> <b>Science materials are rotated to maintain children's interest.</b>	
Self Study Score: Not Met, Partially Meets, Meets, Exceeds	Desired Score: Partially Meets, Meets, Exceeds

Additional Notes:

B9. Music and Movement Materials are provided for: Children with Special Needs

B9. Music and movement materials are provided for children		Growth Plan
<b>Partially Meets</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers provide daily opportunities for the children to participate in music <u>with</u> movement (gross motor) activities. Activities should include music with gross (large) motor movement (Hokey Pokey, dancing with scarves, jumping to the beat of music). These activities should be documented in lesson plans. Singing songs that do not include gross motor movement with music will not meet this indicator.</li> <li><input type="checkbox"/> Musical instruments are available for all of the children.</li> <li><input type="checkbox"/> There is a cassette player, record player or compact disc player in the classroom.</li> <li><input type="checkbox"/> Cassettes, records or compact discs are available.</li> </ul>	<p>Action(s):</p>  <p>Materials needed:</p>  <p>Questions I need to ask/Clarifications I need:</p>  <p>Person responsible:</p>  <p>Target date for completion:</p> <p>Date completed:</p>
<b>Meets</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Various types of music are available. To meet this indicator at least 4 different types of music must be available. A collection of music might include types such as classical, children's, jazz, Celtic, nature sounds, multicultural, dance, or foreign language.</li> <li><input type="checkbox"/> Music is played at various times of the day. Music can be played throughout the daily routine. Background music should be played low because children are easily distracted, especially if the music is played during center or small group instruction. Teachers might consider playing music during arrival, transitions, large group/circle times, departure, or rest.</li> <li><input type="checkbox"/> Teachers provide multiple opportunities for children to participate in music <u>with</u> movement activities daily. Evidence of more than one activity involving music with gross/large motor movement must be documented in lesson plans.</li> <li><input type="checkbox"/> Various musical instruments are accessible.</li> <li><input type="checkbox"/> Volume of background music is kept low.</li> <li><input type="checkbox"/> Instruments reflect various cultures. To meet this indicator there should be enough of these instruments available to use with a small group of children. Instruments reflecting various cultures can include Native American or African drums, rain sticks, castanets, bongo drums, or authentic maracas. Small group has been defined as 2 to 8 children.</li> <li><input type="checkbox"/> Music props are available. To meet this indicator there should be enough props available for each child participating in the activity. Props might include scarves, ribbons, streamers, individual beanbags, parachutes, hats, or puppets.</li> </ul>	
<b>Exceeds</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Materials are available for children to make their own instruments. Materials can include cups, rice, beans, empty water or soda bottles, tape, shoe boxes, rubber bands, or empty food containers.</li> <li><input type="checkbox"/> Activities using props for music <u>with</u> movement are incorporated into lessons. To meet this indicator, activities and props should be documented in lesson plans.</li> <li><input type="checkbox"/> Activities are planned to familiarize children with music of various cultures. Special visitors or field trips focused around this topic can also be used to meet this indicator. Activities can include exploring photos, documents, posters, musical recordings or websites to familiarize children with music from various cultures. Documentation might include photos, chart stories, class-made books, dictations on children's work, printouts from websites, or activities in lesson plans.</li> </ul>	
Self Study Score: Not Met, Partially Meets, Meets, Exceeds		Desired Score: Partially Meets, Meets, Exceeds

Additional Notes:

B7U: Materials, equipment and activities are provided to promote play and growth	
<b>Partially Meets</b> <input type="checkbox"/> <b>The equipment and play area are in good repair and free of safety hazards.</b> Hazards might include trash, broken glass, sharp edges, or large rocks. Other safety hazards can include a broken fence, bee/wasp nests, standing water, tripping hazards, or any other items that might cause harm to the children and/or adults on the playground. Staff should monitor to ensure that the equipment is anchored safely in the ground, all equipment and pieces are in good working order, S-hooks are entirely closed, bolts are not protruding, and that there are no exposed footings. <input type="checkbox"/> <b>Adequate resilient surfacing is present.</b> To meet this indicator an adequate amount of acceptable resilient surfacing must be present. Acceptable resilient surfaces include hardwood fiber/mulch, pea gravel, sand, and synthetic materials such as rubber mats or tiles. Resilient surfaces should not be concrete, asphalt, grass or blacktop, or be packed with dirt or rocks. Grass growing through the surfacing and exposed dirt are signs that adequate surfacing is not present. <input type="checkbox"/> <b>The equipment is appropriately sized for four-year-old children.</b> <input type="checkbox"/> <b>Accommodations are made for children with special needs.</b>	<b>Growth Plan</b>  Action(s):        Materials needed:        Questions I need to ask/Clarifications I need:
<b>Meets</b> <input type="checkbox"/> <b>Mobile equipment is accessible for daily use.</b> Mobile equipment can include balls, hoops, parachute, wagons, tricycles, scooters, plastic bats, catching games/gloves, or cones to use for obstacle courses. <input type="checkbox"/> <b>Stationary equipment to promote gross motor skills is used daily.</b> <input type="checkbox"/> <b>Children have a choice of activities during outside time.</b> There must be evidence that children have a daily choice of activities during outside time. Evidence can be included on lesson plans or in notes or matrices referring to observed activities outdoors. Activities can include group games, tricycles, sidewalk chalk, bubbles, or mobile equipment. Children should not be forced to participate in any activity.	Person responsible:        Target date for completion:        Date completed:
<b>Exceeds</b> <input type="checkbox"/> <b>The outdoor environment is enhanced with learning center materials.</b> Learning center materials (blocks, manipulatives, puzzles, science materials, paint, trucks, or dress-up clothes) are taken outdoors in addition to the required mobile equipment. <input type="checkbox"/> <b>The outdoor environment allows for a variety of settings.</b> These settings can include sun, shade, concrete, grass, or sand. <input type="checkbox"/> <b>Reading and writing materials are provided in the outdoor area.</b>	Desired Score: Partially Meets, Meets, Exceeds
Self Study Score: Not Met, Partially Meets, Meets, Exceeds	

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Partially Meets		Growth Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> The classroom environment is free from safety hazards. Safety hazards include accessible toxic substances, dangling electrical cords, exposed electrical outlets, and broken toys or equipment. When the workbench is in use, direct supervision is provided and safety procedures are followed. When the workbench is not in use, the tools and accessories must be inaccessible to children.</li> <li><input type="checkbox"/> Toilets and sinks are adequately supplied.</li> <li><input type="checkbox"/> Children are adequately supervised throughout the instructional day to ensure their health and safety. Children are adequately supervised in the classroom, on the playground, on field trips, in restrooms, and in the cafeteria. Adequate supervision includes maintaining the required staffing for the instructional day services as outlined in Section 6.1 in the <i>Pre-K Program Providers' Operating Guidelines</i>.</li> <li><input type="checkbox"/> When pets are present in the classroom, proper sanitation and care procedures are followed.</li> <li><input type="checkbox"/> Adults and children wash hands at appropriate times.</li> <li><input type="checkbox"/> Sanitary conditions are maintained when food is served.</li> </ul>	<p>Action(s):</p>  <p>Materials needed:</p>  <p>Questions I need to ask/Clarifications I need:</p>  <p>Person responsible:</p>  <p>Target date for completion:</p> <p>Date completed:</p>	
<b>Meets</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers model appropriate health and hygiene practices. Adults reinforce good health practices by eating/drinking healthy food items when with the children, and cover their mouth when they cough or sneeze.</li> <li><input type="checkbox"/> Health related books, games or displays are available.</li> <li><input type="checkbox"/> Children are guided toward managing health practices independently. Health practices include cleaning faces after meals/snacks, cleaning noses, washing hands when dirty, zipping/snapping/buttoning clothes, and flushing toilets.</li> </ul>		
<b>Exceeds</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Health related activities are incorporated into the instructional program. Health related activities might include reading books about health issues, visiting a hospital, inviting a dentist to the classroom, or having a doctor share information with the children. Other activities might include discussions about health issues (brushing teeth, eating healthy), health-related games, or health-related songs.</li> <li><input type="checkbox"/> Community resources are used to reinforce health and safety concepts. Resources to reinforce health and safety concepts can include firemen, policemen, health professionals, or other community health or safety workers. To meet this indicator documentation must be present. Documentation might include chart stories, class books, dictation on children's work, or photos.</li> </ul>		
Self Study Score: Not Met, Partially Meets, Meets, Exceeds	Desired Score: Partially Meets, Meets, Exceeds	

Additional Notes:



**C1. The daily routine is appropriate for the ages and abilities of the children.**

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Additional Notes:

**C2. The program enhances children's feelings of comfort, security and self-esteem through positive interactions.**

Partially Meets	Growth Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Each adult is actively involved with the children throughout the day. All adults in the classroom are actively engaged with the children and materials throughout the day including outside time. Teachers should not be passive. Teachers should be acting with specific outcomes or goals in mind for the children's development and learning.</li> <li><input type="checkbox"/> Staff talks and listens to individual children with attention and respect throughout the day. Children feel secure and successful when teachers interact positively with them. Teachers should interact both verbally (listening, conversing with interest and respect) and nonverbally (smiling, hugging, nodding, making eye contact when appropriate, and getting down on children's eye level when appropriate).</li> <li><input type="checkbox"/> Teachers respond to children's requests and questions.</li> <li><input type="checkbox"/> All children are treated with respect, dignity and acceptance. To meet this indicator, warm, sensitive and nurturing interactions must be observed.</li> </ul>	<p>Action(s):</p>  <p>Materials needed:</p>
<b>Meets</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meaningful/informal conversations between staff and children occur. There should be evidence of a verbal give and take between adults and children.</li> <li><input type="checkbox"/> Positive interactions occur at the children's eye level.</li> <li><input type="checkbox"/> Children's interactions are positive in nature.</li> <li><input type="checkbox"/> Staff participates in children's learning to turn activities into meaningful learning opportunities. The teachers extend the children's learning by actively engaging with the children and materials during purposeful activities and play routines. Presenting information, making comments, asking questions, identifying contradictions in children's thinking, and posing challenges are examples.</li> </ul>	<p>Questions I need to ask/Clarifications I need:</p>  <p>Person responsible:</p>
<b>Exceeds</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Activities are planned to promote group cooperation and develop social skills. These activities might include making class books, caring for class pets, cooking activities, painting murals, or completing group projects. Activities to develop social skills could also include books or discussions to help children understand the feelings of others or activities to encourage appropriate social behavior or how to interact with a group. Teachers should model how to treat people with kindness and respect and engage children in conversation about relationships and working together.</li> <li><input type="checkbox"/> Staff sits with children during meals/snacks and facilitates a positive social experience.</li> </ul>	<p>Target date for completion:</p> <p>Date completed:</p>
Self Study Score: Not Met, Partially Meets, Meets, Exceeds	Desired Score: Partially Meets, Meets, Exceeds

Additional Notes:

Partially Meets	Growth Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Age appropriate/non-punitive classroom management techniques are used that guide and redirect children. Age appropriate/non-punitive techniques include redirection, problem solving, and conflict resolution.</li> <li><input type="checkbox"/> Teachers encourage appropriate behavior.</li> <li><input type="checkbox"/> The teachers' expectations for appropriate classroom behavior reflect the age and developmental level of the children.</li> <li><input type="checkbox"/> The learning environment is set up to prevent conflicts and promote positive interactions. Classrooms should have two or more of popular toys or materials and learning centers that are large enough to accommodate several children and facilitate group play.</li> <li><input type="checkbox"/> Corporal punishment is not used.</li> </ul>	<p>Action(s):</p>  <p>Materials needed:</p>
<b>Meets</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Age appropriate classroom rules are developed and posted. Establish no more than 4-5 classroom rules. Rules should be written out using simple words <u>and</u> symbols/pictures and posted at the children's eye level. The rules should be concrete and include only what the children "can" do (e.g., "walk inside" rather than "don't run inside"). Refer back to the rules often, as many times this may a child's first formal learning experience.</li> <li><input type="checkbox"/> Staff actively involves children in problem solving techniques.</li> <li><input type="checkbox"/> Logical and natural consequences are used when possible. Logical and natural consequences help children understand the connection between their actions/behavior and consequences through their direct experiences.</li> <li><input type="checkbox"/> A private guidance system is planned and implemented for individual children, as needed.</li> <li><input type="checkbox"/> Staff consults outside professional resources and makes referrals, as needed.</li> </ul>	<p>Questions I need to ask/Clarifications I need:</p>  <p>Person responsible:</p>
<b>Exceeds</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers model and encourage children to focus on the positive behavior of others. For credit for this indicator, teachers should model that they value children's behavior through interest and encouragement rather than praise or tangible rewards. Teachers can recognize children's accomplishments by commenting specifically on what the child has done, asking questions to learn more about a child's thoughts, repeating a child's idea, imitating an action/behavior, or referring children to one another for information or assistance. Other ways to focus on the positive behavior of others might include compliment boards or friendship jars.</li> <li><input type="checkbox"/> Children are involved in developing classroom rules. For credit for this indicator, evidence of children being involved in developing rules must be evident in lesson plans or in some other way. Involving children encourages them to share in responsibility for taking care of others and the classroom.</li> <li><input type="checkbox"/> Children are taught strategies/techniques for developing self-control. For credit for this indicator, procedures should be in place for children to learn to take turns. Teachers should be observed modeling appropriate language for expressing needs, expressing feelings, and asking for help. Children should not be told to work problems out on their own without support, but should instead be offered specific options for resolution.</li> </ul>	<p>Target date for completion:</p> <p>Date completed:</p>
Self Study Score: Not Met, Partially Meets, Meets, Exceeds	Desired Score: Partially Meets, Meets, Exceeds

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**C4. The environment and instruction promote language development.**

Partially Meets	Growth Plan
<p><input type="checkbox"/> Teachers provide various daily opportunities for the children to develop phonological awareness. It should be evident that teachers are planning for at least one daily phonological awareness activity, are aware of the levels of phonological awareness, and are varying activities based on the needs and levels of the children in the classroom. It should be evident in lesson plans that the planned activities are following a continuum of learning and a progression throughout the year beginning with listening and rhyming and moving to syllable segmenting and phoneme manipulation. <b>Levels of phonological awareness are: (1) Listening, (2) Rhyming, (3) Alliteration, (4) Sentence Segmenting, (5) Syllable Blending and Segmenting, (6) Onset Rime Blending and Segmenting, and (7) Phoneme Blending, Segmenting and Manipulation.</b></p> <p><input type="checkbox"/> Teachers provide a planned opportunity for the children to participate in reading and discussing children's literature daily. It must be evident in lesson plans that teachers are planning for this opportunity daily. Lesson plans should include the names of the stories and/or pieces of literature. Child choice of reading material will not meet this indicator.</p> <p><input type="checkbox"/> Language development is encouraged through interactions with adults and peers. For credit for this indicator, teachers should be purposeful in involving children in conversations, discussions, and interpretations. Teachers should listen and extend conversations into more descriptive, grammatically mature statements when appropriate. Teachers should use rare and new vocabulary, discuss cognitively challenging content, and listen to and respond to what children have to say.</p> <p><input type="checkbox"/> A plan has been developed to meet the needs of non-English speaking students. Evidence includes items found in the environment (labeling materials, daily schedule) in both English and the child's native language, and accessible materials (empty food containers, menus, or books) in the child's native language. Children should be encouraged to speak English when ready.</p>	<p>Action(s):</p>  <p>Materials needed:</p>  <p>Questions I need to ask/Clarifications I need:</p>  <p>Person responsible:</p>  <p>Target date for completion:</p> <p>Date completed:</p>

<p><b>Meets</b></p> <ul style="list-style-type: none"> <li>☐ <b>The environment is language and literacy focused and print rich.</b> Materials should be placed in various learning areas to promote the development of language/literacy skills. These can include chart stories, class made books, graphing activities, portable writing centers, vocabulary cards, class charts with words and symbols, or environmental print.</li> <li>☐ <b>Adults ask engaging and open-ended questions and provide time for children to reflect and respond.</b> Open-ended questions encourage thinking and reasoning, and encourage children to express their thoughts. There is no right or wrong answer. Teachers should pose questions to get insight into what children are thinking and to stimulate their thought processes.</li> <li>☐ <b>Teachers provide multiple opportunities for the children to participate in reading and discussing children's literature daily.</b> There should be evidence in lesson plans that teachers have planned more than one purposeful reading opportunity for children. Lesson plans should include the names of the stories and/or pieces of literature teachers plan to read. Child choice of reading materials will not meet this indicator. See PM column for rationale.</li> <li>☐ <b>Teachers involve children in informal reading experiences.</b> Informal reading experiences might include one-to-one or small group readings done by teaching staff or classroom volunteers. These experiences are not part of planned activities. Teachers can offer informal reading experiences during arrival and departure, center time, outside time, or between planned activities. These informal reading experience opportunities should be reflected on the schedule and/or lesson plans. It is suggested that impromptu opportunities also be taken advantage of. No documentation is needed for impromptu informal reading experiences.</li> <li>☐ <b>Teachers read to children in planned small groups at least weekly.</b> At least once a week it is evident that there is at least one lesson planned with a smaller group of children involving reading a piece of literature and some type of activity. The activity and the piece of literature must be documented in the lesson plan.</li> <li>☐ <b>The environment includes children's dictation.</b> Teachers record what children say on/in individual artwork, journals, chart stories, or class-made books.</li> </ul>	<p>Action(s):</p>  <p>Materials needed:</p>  <p>Questions I need to ask/Clarifications I need:</p>  <p>Person responsible:</p>  <p>Target date for completion:</p>  <p>Date completed:</p>
<p><b>Exceeds</b></p> <ul style="list-style-type: none"> <li>☐ <b>The connection between spoken communication and written language is demonstrated in multiple ways.</b> To meet this indicator, evidence of at least 3 connections must be present inside the classroom. Ways to connect spoken and written language include language experience charts, recording the children's dictation, class-made books and stories, quotes in class newsletters, messages to and from children, or writing the Daily News.</li> <li>☐ <b>Displayed print is used as an opportunity for teaching skills and concepts.</b> It is important for children to begin to engage with printed materials (examples might include alphabet display, chart stories and/or language charts, or environmental print) and the items that are represented in print such as stories and information.</li> <li>☐ <b>Children are exposed to other languages and/or other forms of communication.</b></li> <li>☐ <b>Large group literacy activities such as shared reading using big books, flannel board stories, or acting-out familiar stories are implemented at least weekly.</b></li> </ul>	
<p>Self Study Score: Not Met, Partially Meets, Meets, Exceeds</p>	<p>Desired Score: Partially Meets, Meets, Exceeds</p>

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C5. The program is planned and implemented to address sequentially all phases of learning.	
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Partially Meets		Growth Plan
<div><div><input type="checkbox"/> <b>Current lesson plans are complete, on site and are implemented.</b> Lesson plans must be current, on site, and complete for the entire week. Teachers should be planning ahead of time using what they know about the interests and needs of the children, and incorporate connections with the topic of study. Daily planning or incomplete lesson plans will not be given credit for this indicator. Lesson plans for the current school year must be kept on site for review. Credit will not be given if lesson plans for the week are not complete or previously completed lesson plans are not on site for review.</div><div><input type="checkbox"/> <b>Religious instruction, activities, and materials are not used during the instructional day.</b></div><div><input type="checkbox"/> <b>Lesson plans reflect appropriate instructional practices and activities.</b> The teacher has concrete plans to introduce subject matter and sequence children's learning. Instruction guides the class toward meeting defined standards but teachers remain open to pursuing related topics that arise and capture children's interests. <u>Instruction does not include worksheets/dittos, letter of the week, rote memorization/drills, or introduction of skills above the developmental/age appropriate level of the children enrolled.</u></div></div>	<div>Action(s):</div> <div>Materials needed:</div> <div>Questions I need to ask/Clarifications I need:</div>	
Meets		<div>Person responsible:</div> <div>Target date for completion:</div> <div>Date completed:</div>
<div><div><input type="checkbox"/> <b>Instruction is based on content standards in each of the following domains: language/literacy, math, science, social studies, creativity, physical development and social/emotional concepts.</b> There must be evidence in lesson plans that teachers are using and documenting the Georgia's Pre-K Content Standards to plan their instructional activities. Content Standards should be linked with each instructional activity included in the lesson plans. Lesson plan formats that include pre-printed Content Standards for every instructional activity will not meet this indicator. Teachers should know the subject matter covered in their program curriculum and Georgia's Pre-K Content Standards. Over a period of one week, lesson plans should include activities to address skills in each of the seven domains covered in the Content Standards.</div><div><input type="checkbox"/> <b>Instruction is modified to meet varying readiness levels, learning preferences, and interests of students.</b> It must be evident in lesson plans that activities have been planned that are open-ended, hands-on, and active. Teachers should be aware of young children's learning styles, abilities and skill levels, gender specific learning styles and preferences, multiple intelligences in regard to four-year-old children.</div><div><input type="checkbox"/> <b>Instructional activities are planned to build upon children's participation in field trips or other special experiences.</b> It must be evident in lesson plans that there are pre- and post-activities relating to the field trips, special visitors, or other special experiences. Changes to the learning environment should also be made and documented as follow-up to the field trips, special visitors, or other special experiences (adding pizza making materials, aprons, cash register and menus to dramatic play after visiting a pizza parlor). Special visitors might include community workers or parents discussing hobbies or careers. Other special experiences might include participating in drama or musical performances. <u>It is required for special experiences, special visitors and/or field trips to take place throughout the school year. If field trips can't be taken, then special visitors and other special experiences should take place.</u></div><div><input type="checkbox"/> <b>Activities for small group instruction are developmentally appropriate and purposeful.</b> Small groups have been defined to include 2 to 8 children. Small groups should be formed and will change frequently based on the developmental needs and skills of children. The needs and developmental levels of children should be assessed using the data collected while implementing the Georgia's Pre-K Child Assessment Program. The Georgia's Pre-K Content Standards should be used in planning small group instruction. The length of time for small group instruction will vary with the age, interests, and attention span of the children. Independent small group activities should be purposeful and based on what the teacher knows about the children in the classroom. Small group instruction should not include patterned projects.</div></div>		

<p><b>Exceeds</b></p> <ul style="list-style-type: none"> <li>❑ <b>Assessment data is used for planning instruction.</b> Preliminary ratings on the WSS checklist, observational notes, and portfolio artifacts are used to plan instruction. To meet this indicator, preliminary ratings on the WSS Checklist must be completed every 4 to 5 weeks and filing of artifacts and notes must be current (within a week). There will also be evidence that the groupings of children have changed and notes about individual children in lesson plans. Specific skills and/or activities for specific children or smaller groups of children are noted throughout the lesson plans to meet children's needs. Teachers should individualize activities based on what they know or need to know about specific children or specific groups of children. Notes about individualization should be documented in the lesson plans to be given credit for this indicator.</li> <li>❑ <b>Children have opportunities to extend learning activities/projects over a period of time.</b> For credit for this indicator, these activities should be noted on the PQA Self-Study and/or in lesson plans. Projects that are completed over a period of time include book making, completing projects (quilt, food pyramid, or scrapbook), science experiences, or building structures over several days.</li> <li>❑ <b>Interests of the children are incorporated into the instructional program.</b> There must be evidence that teachers have planned instructional activities based on the children's interests or initiative. This information must be included throughout lesson plans to be given credit for this indicator.</li> </ul>	
<p>Self Study Score: Not Met, Partially Meets, Meets, Exceeds</p>	<p>Desired Score: Partially Meets, Meets, Exceeds</p>



**C6. DEFINITIONS:**

**Appropriate Assessment Practices:** Assessment should occur throughout the day in the natural classroom setting.

**Assessment Tool:** The assessment tools are the Work Sampling System (WSS) Developmental Checklist, the Georgia's Pre-K Child Assessment Spreadsheet developed by Georgia State University, and the Pre-K Progress Report. No other assessment tools (normed, curriculum, or locally developed) are allowed to be used. Any requests to use something other than or in addition to the WSS Developmental Checklist and Pre-K Progress Report must be sent to and approved by Bright from the Start. All requests must be received in writing and the Pre-K Program Assistant Commissioner must grant written approval. Neither the Georgia's Pre-K Progress Report nor the WSS Developmental Checklist can be altered in any way.

**Georgia's Pre-K Assessment Spreadsheet:** This spreadsheet was developed by Georgia State University and is available on the Bright from the Start website. The spreadsheet can be used in lieu of the WSS Developmental Checklist with one exception. Final ratings at the end of Fall semester and Spring Semester must be transferred in ink to the WSS Developmental Checklist for each child and a copy of the Georgia's Pre-K Assessment Spreadsheet will be kept in the Teacher File. NOTE: If you choose to use the Georgia's Pre-K Assessment Spreadsheet electronically, you must print a copy of the entire spreadsheet at the end of each four to five week preliminary rating period. A score of NM will be given for C6 if copies aren't kept on site and printed as specified.

**Portfolios:** Portfolios consist of hanging folders for each child that are stored in a bin or file drawer. Each hanging file must include eight file folders, labeled as follows: (1) Checklist/Progress Report, (2) Personal/Social, (3) Language/Literacy, (4) Mathematical Thinking, (5) Scientific Thinking, (6) Social Studies, (7) The Arts, and (8) Physical/Health Development. The portfolio is used to store observational notes, work samples, and photographs. In addition to the 20 hanging file folders (or one for each child), there should be a hanging folder labeled Teacher File that contains all WSS manuals and matrices. All domains should contain a balance of documentation. Heavy reliance on one type of documentation should be avoided. Each portfolio should also contain a balance of child initiated and teacher initiated activities. The uniqueness and individuality of each child should be reflected in the child's portfolio. Most observational notes, work samples, matrices and photographs will be marked with several domains; teachers determine where best to file documentation. Documentation collected during the fall reporting period should be removed from the child's portfolio, kept separated by domain and kept on site until the end of the school year. The Pre-K Consultant will ask to see the documentation from the fall rating period if the rating period has already passed. All observational notes, work samples and photographs can be sent home with families after the end of the year or during spring conferences with families. NOTE: Sending home portfolio contents prior to you final Pre-K Consultant visit will result in a score of Not Met.

**Observations:** Notes must be labeled with the child's name, date and WSS domain(s). All observational notes are filed by domain in the child's portfolio. Observations must record factual information about the child's performance (what you see or hear) in relation to WSS Performance Indicators. Observations should reflect actual student performance in relation to specific skills, knowledge, and behaviors.

**Matrices:** Matrices are charts created by teachers to collect information on easily observable, predictable skills or behaviors. The matrices should include the child's name, date(s), and WSS domain along with predictable skills or behaviors. Matrices should be filed in the 'Teacher File' of the portfolio.

**Photographs:** Photos should include child's name, date, and be coded by domains represented. Photos should be filed by domain in child's portfolio and should focus on child's performance in relation to WSS Performance Indicators. Photos may be black & white and can be printed as small as 3" X 5".

**Domain:** Domains are specific areas of learning including language and literacy, personal/social, mathematical thinking, scientific thinking, social studies, the arts, physical/health development.

**WSS Developmental Checklist:** The checklist rates all 55 performance indicators. A rating should be given to all children twice a year on all 55 performance indicators. Please use the Fall and Spring columns only. Preliminary ratings should be made in pencil every four to five weeks. The preliminary ratings should be used to focus observations and adjust instruction. Final ratings should be marked in ink at the end of the fall and spring reporting periods prior to completing the Georgia's Pre-K Progress Report. A copy of the WSS Developmental Checklist must be kept on site for three years. The WSS Developmental Checklist is mailed in July of each school year to each Pre-K site.

**Georgia Pre-K Progress Report:** The Georgia's Pre-K Progress Report must be completed for each child in Georgia's Pre-K Program and shared with families during a family conference at the end of the Fall and Spring reporting periods. Any family who cannot attend a family conference must have the Pre-K Progress report mailed to them and should be followed up with a telephone conference. A copy of the Georgia's Pre-K Progress Report should be sent with families to the Kindergarten teacher. A copy should also be maintained on site for three years. The Progress Reports are mailed in July of each school year to each Pre-K site.

**Family Conferences:** Family Conferences must be held twice a year toward the end of fall and spring reporting periods (December and May, adjustments should be made for year round schools) in relation to the Georgia's Pre-K Assessment. The Pre-K Progress Report should be shared with families during the conferences along with selected artifacts from each child's portfolio. Additional family conferences throughout the year as well as continuous communication with parents is recommended. Systems that have predetermined conference days will have to adjust their schedules to meet the reporting periods required by Georgia's Pre-K Program.

6. Assessment of all children is on-going and reflects appropriate procedures		Growth Plan
<b>Partially Meets</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The program uses the Georgia's Pre-K Child Assessment tools appropriately. There must be evidence that preliminary ratings on the WSS Developmental Checklist and/or the Georgia's Pre-K Assessment Spreadsheet are being completed every 4 to 5 weeks, portfolios are organized according to guidelines, and Georgia's Pre-K Progress Reports are being completed correctly and in the proper time frames.</li> <li><input type="checkbox"/> The Work Sampling System (WSS) Developmental Checklist and Georgia's Pre-K Progress Report are supported by observational notes and portfolio artifacts. There should be a balance of work samples, observational notes (including matrices) and photographs throughout the portfolios to support the Work Sampling System Checklist ratings and the Georgia's Pre-K Progress Report</li> <li><input type="checkbox"/> The assessment tool and supporting documentation are maintained on-site for each child.</li> <li><input type="checkbox"/> Documented family conferences are offered at least twice during the school year.</li> </ul>	<p>Action(s):</p>  <p>Materials needed:</p>
<b>Meets</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Observations are ongoing throughout the year for each child in all domains. Children should have multiple opportunities to demonstrate what they know, understand, and can do. Enough documentation is needed to give a clear picture of the child's performance. All observations must be labeled with the child's name, date, and WSS Domain(s) (LL=Language and Literacy). Observations must state facts (what you see and hear) about the child's performance. Observational notes may include quotes from children.</li> <li><input type="checkbox"/> Information noted in observational notes and portfolio artifacts documents children's growth and development in all domains.</li> <li><input type="checkbox"/> Observational notes and portfolio artifacts are systematically organized and filed by children's names and domain. Please refer to the definition of portfolios above for clarification of how to organize portfolios. Portfolios should include current documentation of performance. Notes and portfolio artifacts should be filed on a weekly basis.</li> <li><input type="checkbox"/> Portfolios include a variety of media. A variety of media must be currently filed in children's portfolios to meet this indicator. To assess children's growth and development, portfolios can include photographs, tapes (audio/video), creative work using a variety of media, writing samples, cutting samples, photographs of 3-D creations, science logs, manipulative work samples, matrices, or tallies.</li> </ul>	<p>Questions I need to ask/Clarifications I need:</p>  <p>Person responsible:</p> <p>Target date for completion:</p> <p>Date completed:</p>
<b>Exceeds</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assessment includes information from multiple sources such as parents and additional resource personnel. Additional resource personnel might include Special Education department staff, private therapists, other on-site staff (extended day, director, Pre-K Resource Coordinator), or physicians. The information obtained from multiple sources should be filed in the Teacher File of the Georgia's Pre-K Child Assessment Portfolio.</li> <li><input type="checkbox"/> Teachers provide parents with individualized information on children's progress throughout the year. Some examples of items to share might include a note sent home, personalized e-mail, weekly progress report, or notes of verbal conferences or telephone calls. Throughout the year means that the information sharing occurs at times other than the two required Parent-Teacher conferences. Evidence of these contacts should be in the Teacher File of the Georgia's Pre-K Child Assessment Portfolio.</li> </ul>	
Self Study Score: Not Met, Partially Meets, Meets, Exceeds		Desired Score: Partially Meets, Meets, Exceeds
<b>Additional Notes:</b>		

**D1. Various activities are planned to involve families in the educational program.**

Additional Notes:

Partially Meets	Growth Plan
<ul style="list-style-type: none"> <li>□ Families are assisted in obtaining the required kindergarten documentation. Documentation should include birth certificates, current immunization forms (Form 3231), Eye, Ear, and Dental forms (Form 3300), or other local school system requirements. Providers should be prepared to share how families are assisted in obtaining required kindergarten documentation.</li> <li>□ A plan has been developed for an orientation and distribution of the "Ready for School" Kits. A plan will need to be developed to show how your program will share the kits with their families. The provider is expected to share the components of the "Ready for School" kits as well as how to use the components at home with children over the summer months. These kits can be shared and distributed through individual contacts or through group meetings with parents. A written plan for orientation and distribution should be kept on site for consultant review. Providers should be prepared to discuss the implementation of the plan.</li> </ul>	<p>Action(s):</p>  <p>Materials needed:</p>
<b>Meets</b> <ul style="list-style-type: none"> <li>□ An effort is made for children to meet kindergarten staff. To meet this indicator, a written plan should be kept on site for consultant review. Providers should be prepared to discuss implementation of the plan. Kindergarten staff can be met while visiting a local school, by inviting a kindergarten teacher to come to the classroom and talk with the children, etc.</li> <li>□ Transition procedures are discussed with parents during a meeting or through individual contacts. To meet this indicator, a written plan should be kept on site for consultant review. Providers should be prepared to discuss the implementation of the plan. Discussions can occur through individual parent conferences or through group meetings.</li> <li>□ Classroom activities are planned to familiarize the children with kindergarten routines. Classroom activities for familiarizing children with kindergarten routines can include carrying cafeteria trays, opening milk cartons and straw wrappers, shoe tying, taking responsibility for classroom activities, learning self-help routines and should be done throughout the school year. Teachers and directors need to be prepared to share how the program meets this indicator and specific activities used in the classroom throughout the school year.</li> </ul>	<p>Questions I need to ask/Clarifications I need:</p>  <p>Person responsible:</p> <p>Target date for completion:</p> <p>Date completed:</p>
<b>Exceeds</b> <ul style="list-style-type: none"> <li>□ Opportunities are provided for Pre-K children to participate in kindergarten functions such as kindergarten field trips, school fairs/carnivals, picnics, or special assemblies. To meet this indicator, supporting documentation should be kept on-site for consultant review. Documentation should show how Pre-K children participated in an event with Kindergarten children.</li> <li>□ Plans are made to contact former students during the beginning of their kindergarten year. To meet this indicator providers must be prepared to share plans on how <u>Pre-K children</u> were or will be contacted during the <u>beginning</u> of their kindergarten year. Contact with parents does not meet this indicator. Contact must be made with former Pre-K children. Examples might include visits to local elementary schools to Kindergarten classes, post cards mailed to former Pre-K children at the beginning of their Kindergarten school year, etc.</li> </ul>	
Self Study Score: Not Met, Partially Meets, Meets, Exceeds	Desired Score: Partially Meets, Meets, Exceeds

August, 2008



Georgia's Pre-K Program  
Planning and Assessment Scoring Guide  
2008-2009

Date: \_\_\_\_\_ Consultant Name: \_\_\_\_\_

School Name: \_\_\_\_\_ County: \_\_\_\_\_

Project Director: \_\_\_\_\_ Site Director: \_\_\_\_\_

Teacher: \_\_\_\_\_

Please complete this checklist as a "self-check" throughout the school year. This checklist can be completed by teachers, site directors, principals and project directors to help prepare for the Pre-K Consultant visit.

Comments:

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(optional)  
Consultant Signature: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Director Signature: \_\_\_\_\_



## Georgia's Pre-K Planning & Assessment Scoring Guide

C 5. The program is planned and implemented to address sequentially all phases of learning.	
Yes	No
<b>Partially Meets</b>	
Current lesson plans are complete on site and are implemented.	
	1. Are there complete lesson plans for each day of the current week?
	2. Are the lesson plans for the completed portion of the current school year onsite?
Religious instruction, activities, and materials are not used during the instructional day.	
	1. There is no evidence of religious activities, materials, or instruction in the classroom, lesson plan, or schedule?
	2. There were no religious activities observed or religious materials present?
Lesson plans reflect appropriate instructional practices and activities.	
	1. Are the portfolios/instruction free of worksheets and dittos?
	2. Are the activities in the plans appropriate for the developmental levels of the classroom? (Activities are not above the appropriate level or below the appropriate level?)
	3. Are the activities planned free from rote memorization or drills and letter of the week activities/instruction?
<b>Meets</b>	
Instruction is based on content standards in each of the following domains: language/literacy, math, science, social studies, creativity, health and physical development, and social/emotional concepts.	
	1. Are the content standards documented throughout the lesson plans?
	2. Are each of the seven domains represented each week?
Instruction is modified to meet varying readiness levels, learning preferences and interests of students.	
	1. Are there open-ended activities?
	2. Are activities planned to meet different developmental/skill levels?
	3. Are activities planned to meet gender specific learning styles and preferences, address different learning styles and/or addressing multiple intelligences?
	4. Do the activities planned allow for large group learning, small group learning, and individual learning?
Instructional activities are planned to build upon children's participation in field trips or other special experiences.	
	1. Are there pre and post field trip activities in the lesson plans related to the field trip and/or special experiences?
	2. Are there changes to the learning areas relevant to the field trip and/or special experiences?
Activities for small group instruction are developmentally appropriate and purposeful.	
	1. Are small groups (between 2 to 8 children) formed and changed frequently based on the needs/skills of the children?
	2. Are small group activities based on Georgia's Pre-K Content Standards?
	3. Are there purposeful activities for the small groups working independently?
	4. Are small group activities free of patterned art projects?
<b>Exceeds</b>	
Assessment data is used in planning instruction.	
	1. Is there evidence that data from Georgia's Pre-K Child Assessment is used to plan instruction?
	2. Is there documentation in the lesson plans that the groupings of children have changed based on assessment data?
	3. Are there notes in the lesson plans about individualized activities for specific children or smaller groups of children based on assessment data?
Children have opportunities to extend learning activities/projects over a period of time.	
	1. Is there evidence in the lesson plans of projects that would take longer than one day to complete?
Interests of the children are incorporated into the instructional program.	
	1. Is there evidence in the lesson plans of activities that have been planned to address children's interests?

C 6. Assessment for all children is on going and reflects appropriate practices.		
Yes	No	
<b>Partially Meets</b>		
The program uses the Georgia Pre-K Assessment tools appropriately.		
		1. Does each child have a hanging portfolio on site with eight folders labeled as follows: (1) Checklist/Progress Report, (2) Personal/Social, (3) Language/Literacy, (4) Mathematical Thinking, (5) Scientific Thinking, (6) Social Studies, (7) The Arts, (8) Health/Physical Development?
		2. Is there a Teacher File with completed matrices in it?
		3. Are the WSS books either in the Teacher's file or readily accessible?
		4. If utilized, are copies of Georgia's Pre-K Assessment Spreadsheet either in the Teacher's File or readily accessible?
		5. Is there evidence that the checklist has been marked at least every four to five weeks? If the GSU Spreadsheet is being used in lieu of the P-4 checklist, is the checklist being used correctly? Refer to definitions.
		6. Is there evidence that the Progress Report is completed at the end of the fall and spring reporting period (if applicable)?
The Work Sampling System Developmental Checklist and Pre-K Progress Report are supported by observational notes and portfolio artifacts.		
		1. Is there a balance of documentation (work samples, observational notes, photographs, and matrices) throughout each child's portfolio?
		2. Do the notes, photos, and work samples clearly relate to the WSS domain(s) listed?
		3. Is there appropriate documentation for each indicator marked?
		4. Do the ratings and comments on the progress report correspond to the ratings on the WSS checklist (if applicable)?
The assessment tool and supporting documentation are maintained on-site for each child.		
		1. Are the assessment tool and supporting documentation on-site during your visit?
		2. Has the documentation from the fall reporting period been removed from the child's portfolio, kept separated by domain and kept on site (if applicable)?
Documented family conferences are offered at least twice during the school year.		
		1. Is there evidence that the family conferences are held at the end of the reporting periods (if applicable)?
<b>Meets</b>		
Observations are ongoing throughout the year for each child in all domains.		
		1. Are all artifacts (work samples, observational notes, and photographs) labeled with the child's name, date, and related domain(s)?
		2. Are all matrices labeled with children's names, date, related domain, and predictable skills and/or behaviors?
		3. Is there an ongoing collection of data (i.e., the dates on work samples, photographs, observational notes, and matrices reflect the entire rating period)?
Information noted in observational notes and portfolio artifacts documents children's growth and development in all domains.		
		1. Are all 7 learning domains represented with documentation (i.e., none of the 7 domains are empty)?
		2. Do the observational notes contain factual information (what you can see or hear) about the child's performance?
		3. Is there sufficient documentation to justify the rating given for each indicator (enough to give a clear picture of the child's performance)?
Observational notes and portfolio artifacts are systematically organized and filed by children's names and domains.		
		1. Do the portfolios contain current documentation of performance (i.e., notes and portfolio artifacts are filed at least weekly)? You should see no piles to be filed.
		2. Are the observational notes and portfolio artifacts filed by children's name AND domain?
Portfolios include a variety of media.		
		1. Do the portfolios include a variety of media such as photographs, recordings (video, voice, etc.), writing samples, cutting samples, creative work with a variety of media, science logs, photos of 3-D creations, matrices, and tallies?
<b>Exceeds</b>		
Assessment includes information from multiple sources such as parents and additional resource personnel.		
		1. Is there information in the Teacher File from multiple sources such as parents and resource personnel (other on-site staff, private therapists, Special Education staff, physicians, etc.)?
Teachers provide parents with individualized information on children's progress throughout the year.		
		1. In addition to the two required conferences, is there documentation in the Teacher File of individualized information provided to parents on children's progress throughout the year (notes/e-mails sent to parents regarding instructional progress, weekly academic progress reports, or documentation of verbal conferences or telephone calls to discuss instructional progress)?

## Georgia's Pre-K Program PQA Changes 08-09 Quick Reference Guide

This page should be used as a quick reference only. Please be sure to review the definitions and clarifications.  
A copy can be downloaded at: <http://www.decal.ga.gov>

	PQA Indicator	How It's Changed/ Clarified
A7	Eligibility documentation (birth and residency) for all children is on file in accordance with current guidelines.	Proof of age eligibility and residency documentation must be on file the day the child begins the Pre-K Program.
A13	The Pre-K funded eight-hour day for teachers includes 6.5 hours of documented instruction and 1.5 hours of teacher planning.	The indicator was combined with the first indicator that used to be included under the PM Column of C1.
B3	Various literature types are accessible.	To meet this indicator at least 5 of the types of literature must be accessible.
B3	Various cultures, abilities, ages and races are represented in the accessible reading materials.	To meet this indicator at least 2 books representing any two of the following types must be accessible: various cultures, abilities, ages, and races.
B4	Various types of puzzles are accessible that address differing development levels	For credit for this indicator, at least 5 puzzles must be accessible with at least 3 types represented.
B5	A full length mirror is included with dramatic play materials.	This indicator has moved from the Meets column to the Partially Meets column.
B6	The art easel is supplied with paint and paper and accessible daily.	This indicator moved from the Meets column to the Partially Meet column. Easel paper (18" x 24") should be hung on the easel or easily accessible for children to hang on the easel independently.
B8	An adequate supply of basic materials (magnets, items to use with magnets, color paddles, magnifiers, items to use with magnifiers) for science exploration is accessible.	Prisms have been taken out as a required item for basic science materials and are now a suggested item under the meets column for "Nature/science games and/or toys are accessible."
B8	Materials in the sensory table/tub are changed frequently to provide a variety of textures and experiences.	This indicator moved from the Exceeds column and was combined with the original indicator in the Partially Meet column.
B9	Various types of music are available.	To meet this indicator at least 4 different types of music must be available.
C1	The written daily schedule is posted in the classroom and implemented.	This year the schedule must be posted inside the classroom. However, we still suggest hanging outside as well for parents and visitors.
C1	The schedule includes small group and large group instruction.	This is a new indicator under the Partially Meets column.
C1	Opening and closing activities are included on the daily schedule and implemented.	The indicators under the Partially Meets column and the Meets column were combined.
C1	A schedule for children (readers and non-readers) is posted at children's eye level in the classroom and is used to help children understand the daily routine.	Evidence that children are currently able to use and manipulate the schedule must be present. Flip chart schedules will not count for this indicator.
C3	Age appropriate classroom rules are developed and posted.	The word posted has been added to this indicator under the meets column.
C5	Current lesson plans are complete, on site and are implemented.	Lesson plans must be current, on site, and complete for the entire week. As lesson plans are completed, they must all be kept on site.
C5	Instruction is modified to meet varying readiness levels, learning preferences, and interests of students	The wording to this indicator has changed under the Meets column.
C5	Activities for small group instruction are developmentally appropriate and purposeful.	This is a new indicator under the Meets column.
C5	Assessment data is used for planning instruction.	This indicator has replaced "Lesson plans are individualized" under the Exceeds column and was previously included under the Meets column in C6.